

# Starting Safely



Teaching Youth  
about  
Workplace Safety  
and Health

**SafetyWorks!**

MAINE DEPARTMENT OF LABOR

45 State House Station • Augusta, Maine 04333

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Maine Department of Labor  
Bureau of Labor Standards  
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Augusta, ME 04333-0045

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*Developed by the*

Maine Department of Labor  
Training Resource Center  
Training & Development Center  
Education Development Center, Inc.  
Maine Bureau of Health

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1-877-SAFE-345

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The full text of this publication is available on the internet at <http://janus.state.me.us/labor/blsmain.htm>.

# Acknowledgments

The concepts and activities in this guide derive from instructional materials developed by other organizations concerned with the safety and health education of young workers, specifically:

- *Maine Department of Labor Workforce Development Youth Employment Competency for Workplace Safety and Health*, by the Workforce Development Center, Training Resource Center, Training and Development Corporation, Maine Department of Labor, Maine Bureau of Health, and Education Development Center, Inc.
- *Safe Work/Safe Workers*, by the Occupational Health Surveillance Program of the Massachusetts Department of Public Health and the Children's Safety Network of Education Development Center, Inc.
- *Teens, Work, and Safety*, by the Labor Occupational Health Program, Center for Occupational and Environmental Health, University of California, Berkeley.
- *Health and Safety Awareness for Working Teens*, by the Department of Labor and Industries of Washington State and Department of Environmental Health of the University of Washington.
- *Occupational Safety and Health in Education and the Workplace*, by the Maine Department of Labor, the Maine Department of Education, and the Curriculum Resource Center of Maine.
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# Introduction

***Starting Safely*** is a guide for teaching high school age students the basic concepts of occupational safety and health. The activities are intended to raise awareness among young people about this important issue.

The guide is designed for 14-18 year olds whether or not they are currently employed or in school. The intended users are classroom teachers, vocational teachers, alternative education providers, health educators, youth employment program staff, employers of youth, and school and job counselors. Many of the activities have also been used successfully with adults.

The activities in this guide provide young people the opportunity to develop and practice general health and safety skills that they will carry with them from job to job. These skills include being able to recognize hazards in any workplace, understanding how hazards can be controlled, and knowing about their rights to a safe and healthful workplace.

As young people learn a trade or enter a new work situation, these general skills will provide a context for the job-specific health and safety training they must receive.

**The overall goals of this introductory course are:**

- raise teens' awareness about workplace hazards and ways of preventing occupational injuries and illnesses
- raise teens' awareness about their rights on the job and the resources available to help them
- encourage young workers to become active participants in creating safe and healthful work environments

## About this Guide

***Starting Safely*** includes a videotape, interactive learning activities, handouts, and background materials—everything you need to teach an introductory unit on occupational safety and health. You do not need to be an expert in occupational health and safety to introduce the skills and concepts contained in this guide.

Each activity takes under an hour. Excluding the follow-up activities, all activities can be completed in less than five hours, although some instructors may prefer to take more time for discussions. Instructors may choose to use all the activities, or just some. Activities follow a logical, but not essential, sequence.

This guide was produced in Maine, and borrows heavily from similar guides produced in Massachusetts, Washington and California. With the exception of specifics about Maine labor laws, the information is common to all the states.

***Starting Safely*** is based largely on **SafeWorks/Safe Workers**, a curriculum developed by the Massachusetts Department of Public Health and Education Development Center, Inc., under a grant from the National Institute for Occupational Safety and Health (NIOSH). The Maine Department of Labor, Maine Bureau of Health, and Training Resource Center adapted the curriculum for Maine.

Readers are free to duplicate any and all parts of the information and activities contained in this guide for nonprofit purposes. However, in accordance with standard publishing practices, the Maine Department of Labor requires acknowledgment in print of all materials reproduced.

# **Why Teach Teens About Occupational Safety and Health?**

Teaching teens about occupational safety and health helps prevent injuries to working youth and gives them skills that will help them stay safe and healthy throughout their working lives.

Workers of all ages face hazards on the job. However, a number of factors raise special concerns about working youth.

## **Most teens work.**

Government figures estimate that 35 percent of 16 and 17 year olds work at any given time.<sup>1</sup> Surveys indicate that 80 percent of teens have worked by the time they finish high school.<sup>2,3</sup> Teens typically work at part-time, temporary, low-paying jobs, often going to their jobs after putting in a day at school.

## **Thousands of U.S. teens are injured and many are killed on the job each year.**

Studies conducted by the National Institute of Occupational Safety and Health (NIOSH) and other researchers show that approximately 70 adolescents die each year from work injuries. NIOSH also estimates that 200,000 teens are injured on the job each year, 64,000 of whom seek medical attention in hospital emergency rooms. The rate of work injuries to teens appears higher than that for adult workers. This is especially significant given that child labor laws prohibit teens from working in many of the most hazardous jobs.<sup>4</sup>

## **Inexperienced workers are more likely to be injured.**

As new workers, adolescents are likely to be inexperienced in and unfamiliar with many of the tasks required of them, unable to recognize workplace hazards, and unaware of their rights as workers. Some of the positive traits of teens - energy, enthusiasm, a need for increased challenge and responsibility - when combined with a reluctance to ask questions or make demands of their employers can result in their taking on tasks for which they are neither prepared nor capable of doing safely.

## **The physical characteristics of teens may increase their risk of injury.**

Teens between ages 14 and 17, especially boys, grow at different rates. Small teens may not be able to reach parts of machines and may lack the strength required for certain tasks. Job-related back injuries have been shown to be a problem among teens, especially among smaller workers.<sup>5,6</sup> Large boys may be given adult tasks because of their size without regard to their lack of experience and maturity.

## **Many of the industries that employ large numbers of teens are hazardous.**

Contrary to popular perceptions, national statistics show that industries such as grocery and department stores, hospitals, nursing facilities, and recreational services are not necessarily safe; they have higher than average injury rates for workers of all ages.<sup>7</sup>

**Teens generally do not receive adequate occupational safety and health training either in school or on the job.**

In recent surveys, 50 percent of working teens report never having received health and safety training at work. Training materials that do exist typically are not geared toward educating youth. The American Academy of Pediatrics, American Public Health Association, and National Institute for Occupational Safety and Health have all called for better health and safety training and education for teen workers.

**Teens who learn habits and skills of working safely will have tools for protecting themselves throughout their working lives.**

### **Notes:**

1. Bureau of Labor Statistics. (1996). *Employment and Earnings*. Washington, DC: U.S. Department of Labor, January issue.
2. Greenberger, E., & Steinberg, L. (1986). *When Teenagers Work: The Psychological and Social Costs of Adolescent Employment*. New York: Basic Books, Inc.
3. Johnston, L.D., Bachman, J.G., & O'Malley, P.M. (1991). *Monitoring the Future*. Ann Arbor, MI: Institute for Social Research, University of Michigan.
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5. Parker, D.L., Carl, W.R., French, L.R. & Martin, F.B. (1994). *Characteristics of Adolescent Work Injuries Reported to the Minnesota Department of Labor and Industry*. *American Journal of Public Health*, 84 (4): 606-11.
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7. Bureau of Labor Statistics. (1994). *Workplace Injuries and Illnesses in 1993*. Washington, D.C.: U. S. Department of Labor.
8. American Academy of Pediatrics Committee on Environmental Health. (1995). *The Hazards of Child Labor*. *Pediatrics*, 95(2): 311-13.
9. American Public Health Association. (1994). *Policy statement #9405: Protection of Child and Adolescent Workers*. Adopted November, 1994. *AJPH*, 85: 440-41.
10. National Institute for Occupational Safety and Health. (1994). *Alert: Preventing Deaths and Injuries of Adolescent Workers*. Washington, DC: NIOSH.

(Adapted from *Safe Work/Safe Workers*, Massachusetts Dept. of Public Health and Education Development Center, Inc.)



# **Unit 1: \_\_\_\_\_**

## **Recognizing Hazards on the Job**

### **Learning Objectives**

**Students will accomplish the following:**

- ✓ Provide reasons young workers get injured on the job
- ✓ Define the word “hazard”
- ✓ Provide examples of health and safety hazards in a variety of work settings
- ✓ Demonstrate an ability to recognize and prioritize the most significant hazards in a variety of workplaces

## Activity 1-A: \_\_\_\_\_

# Teens@Work: Starting Safely Video

This 12-minute video raises the issue of occupational safety and health and conveys the important information that there are hazards in most jobs, teens get hurt on the job, there are ways to reduce hazards, and teens should speak up and ask questions if something is unclear or looks dangerous.

**NOTE:** The curriculum guide, Safe Work/Safe Workers, includes a video of teens talking about their work injuries. It can be used as an alternative or supplement to this video. For ordering information, call 1-800-793-5076.

### Instructor Preparation

- ✓ Read background information for Unit 1.
- ✓ Activity time: 45 minutes

### Materials Needed

- TV/VCR
- Copy of *Teens@Work: Starting Safely* (available free from SafetyWorks!, Maine Department of Labor, 1-877-SAFE-345)

### Before Showing the Video (10 minutes)

Explain that this class is about understanding the health and safety hazards young workers face on the job. It also addresses ways to prevent work-related injuries and illnesses. It talks about the rights all workers have on the job and the extra protections young workers have under child labor laws.

Begin the class by asking questions about students' work history and their experience with work-related illnesses and injuries. Instructors may want to use the handouts/overheads included in this unit to encourage discussion. (Alternatively, handouts/overheads can be used in the discussion after the video.)

## **HANDOUTS/OVERHEADS**

### **Thousands of Teens are Injured on the Job**

- ✓ *Question: How many students in this class have ever been injured on the job?*

### **Jobs Where Maine Teens Get Injured**

- ✓ *Question: If you have ever been injured at work, on what kind of job did your injury happen?*

### **How are Teens Injured?**

- ✓ *Question: The overhead shows that a lot of teens get injured on the job when they work late at night, or work alone. How many students in this class work after 10 PM on school nights? How many work alone? (Mention that later on the class will learn about laws that limit the hours teens can work.)*

## **Introduce and Show Video (15 minutes)**

Explain that you are now going to show a 12-minute videotape called *Teens@Work: Starting Safely*, which was made by the Maine Department of Labor and students in the multimedia program at Capitol Area Technical Center in Augusta.

Ask students to keep in mind the following questions while they watch the video:

- ✓ What are the main points of the video?
- ✓ What are some of the hazards you see in the jobs in the video?

## **Discussion after Video (15 minutes)**

The Teacher's Discussion Guide can help direct discussion of the video.

# **Teens@Work: Starting Safety**

## **Teacher's Discussion Guide**

### **1. What were the main points of the video? What did the teens want you to know?**

Messages include:

- There are hazards in most jobs.
- Teens get injured at work.
- Teens have rights on the job.
- Teens also have responsibilities on the job.
- Teens should speak up and ask questions if they are concerned about something at work.
- It's okay to ask for help.
- There are ways to reduce hazards on the job. Injuries can be prevented.
- There are jobs teens under 18 are not allowed to do.
- Employers have a responsibility to make workplaces safe for workers.

### **2. Ask students to define the word hazard. Write the definition on the board: "A hazard is something that can potentially harm you, injure you, kill you, make your sick, or affect your mental health."**

### **3. What workplace hazards do you remember from the video?**

lifting, chemicals, slipping, falling, ladders, hot liquids, machinery

### **4. Do the hazards in the video seem serious to you?**

Many teens say no. Point out that these are common hazards in places where teens work, and any one of them could have caused serious, long-term injury or illness.

### **5. Have you ever noticed any hazards at places you work? What?**

### **6. Let's review some of the scenes from the video. Think about Ben, the boy working in the warehouse. What did you learn from his situation?**

It's important to work together, as a team.

Teens can make a contribution to safety on the job.

It's okay to take the time to do a job safer.

It is possible to talk to adults about safety.

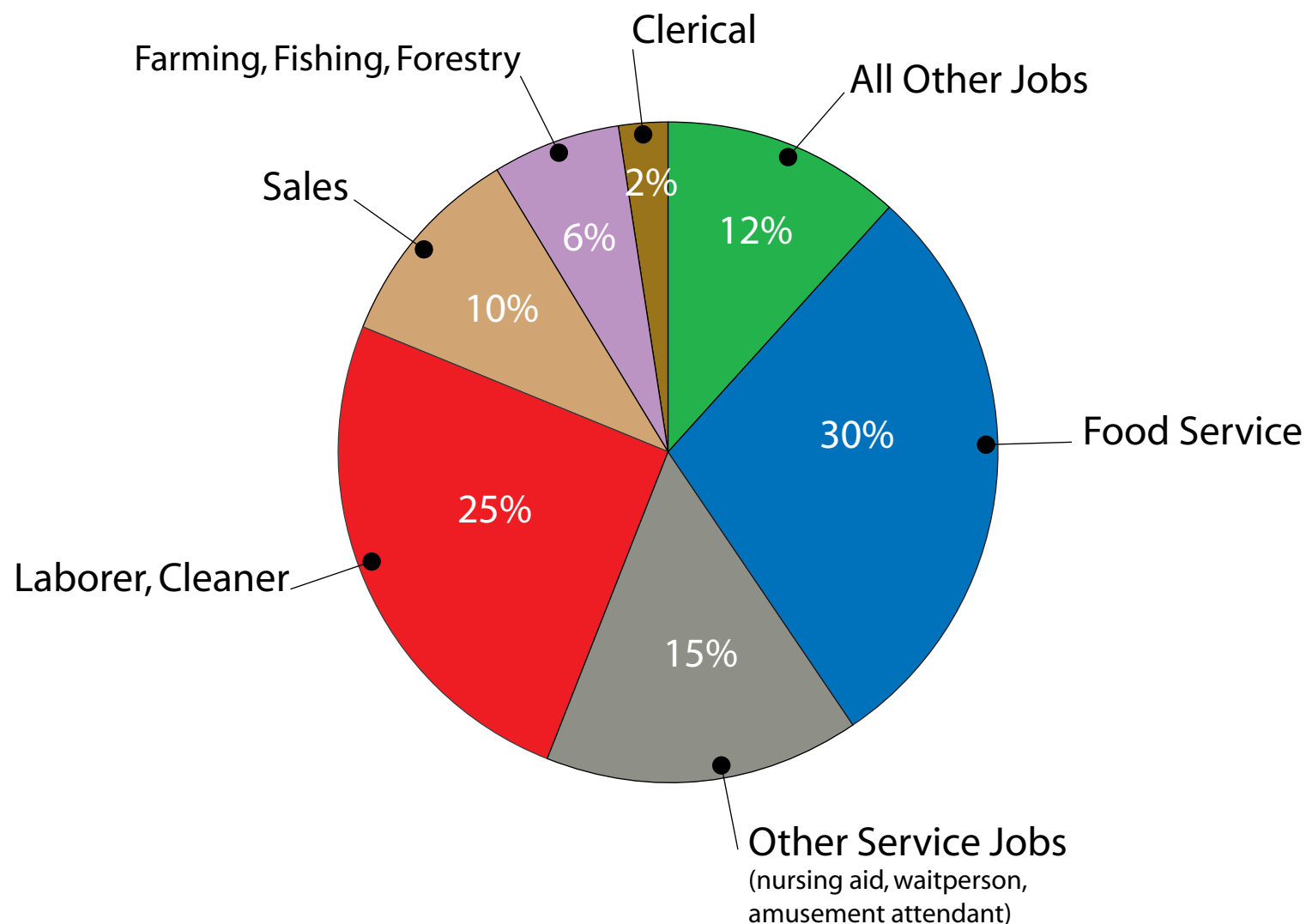
### **7. Sometimes when you protect yourself, you also protect other people. How did Bob, the boy working at the fryolator, protect others from injury?**

By cleaning up the oil, he prevented the other boy from slipping on it.

# Thousands of Teens are Injured on the Job

- ✓ 200,000 or more are injured on the job every year.
- ✓ About 70 U.S. teens die from job injuries each year.
- ✓ 120 or more Maine teens are injured badly enough to lose time from work each year.
- ✓ Teens get hurt at work more than adults.

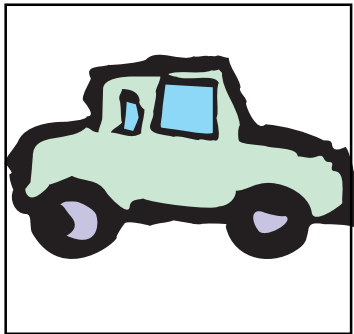
# Jobs Where Maine Teens Get Injured



Source: 829 workers' compensation claims filed by workers under 18 years old in Maine, 1993-99

# How Are Teens Injured?

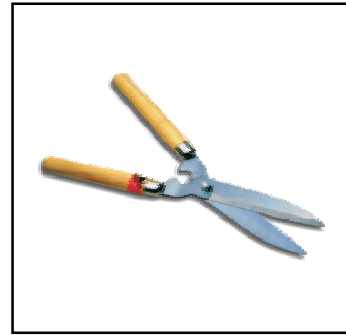
**Driving motor vehicles**



**Lifting heavy objects**



**Using cutting tools**



**Handling hot liquids and grease**



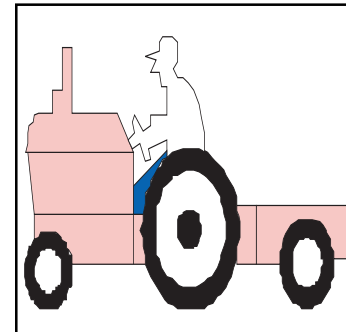
**Using non-powered hand tools**



**Working late at night**



**Operating tractors**



**Working alone**



**8. Remember, Joyce, the girl in the convenience store? She needed help and asked her boss for it. Think about a time when you needed help with safety, but you couldn't ask for it. What held you back? What kept you from asking? Why is it hard to ask for help?**

**9. What about Ernie, the custodian? How did he get hurt?**

He passed out after he mixed ammonia and bleach, which together produce a toxic gas. Also, he could have injured his eyes because he wasn't wearing protective glasses.

**10. Who can you talk to if you have questions about your safety on the job?**

Supervisor, Parent, Teacher, Other adult, Union, or SafetyWorks! (a program of the Maine Department of Labor). Write the SafetyWorks! phone number on the board — 1-877-SAFE-345 (toll-free).

### **After the Discussion**

Hand out cards *Rights for Working Teens* and suggest participants keep them in their wallets. For additional free cards call SafetyWorks! at 1-877-SAFE-345 or 624-6400.

(Adapted from *Safe Work/Safe Workers*, Massachusetts Dept. of Public Health and Education Development Center, Inc.)



# **Activity 1-B: \_\_\_\_\_**

## **Identifying Hazards on the Job (Hazard Mapping)**

This activity highlights the many potential hazards in any workplace. Students work in small groups to prepare maps of workplaces familiar to them and indicate on the maps where health and safety hazards can be found. Students present their maps to the rest of the class.

### **Instructor Preparation**

- ✓ Read background information for Unit 1.
- ✓ Activity time: 50-60 minutes

### **Materials Needed:**

- Flip chart paper (one sheet per group of 3-5 students)
- Markers
- Masking tape

### **Procedures**

#### **Class Discussion (10 minutes)**

- Explain that this activity focuses on recognizing health and safety hazards in a variety of workplaces
- Write the definition of workplace hazard on the board: *A hazard is something that can potentially harm you, injure you, kill you, make you sick or affect your mental health.*
- Ask students to list as many workplace hazards as they can while you write them on the board. (See *Examples of Workplace Hazards* in this section's Background Information.) The following questions can help students get started.
  - What hazards have you noticed at your workplaces? Or, for those students who don't work, do they know about hazards at the workplaces of friends and family?

Instructors may hand out *Examples of Workplace Hazards* before or after the small group activity, or not at all.

- What hazards might you find in a [name type of workplace, e.g. restaurant, hospital, office, store]?
  - If students list the effects of hazards (e.g. cuts, burns) try to get them to say what would cause the effect (e.g. knives, hot grills).
  - Make sure the list includes health hazards as well as safety hazards. Health hazards (e.g. chemical exposure, infectious disease agents, repetitive movements, noise) can cause health problems over time. Safety hazards (e.g. slippery floors, hot grease, sharp objects) can cause immediate injury. One of the objectives of this exercise is to get students to understand that while health hazards may be harder to recognize than safety hazards, they both can result in serious long-term effects.

**Small-Group Activity: Preparing Hazard Maps: (20-30 minutes)**

- Divide students in groups of 3-5. Students who have worked in similar places or are studying similar trades or careers should be grouped together. Students who don't work or aren't studying a trade can make maps of workplaces that commonly employ teens and that are familiar to most teens, such as a fast food restaurant, grocery store, or gas station.
- Tell students to begin by drawing the floor plan of the workplace, including doors, windows, walls, major equipment and furniture, etc. Once the floor plan is drawn, students should indicate on their maps where the potential health and safety hazards are by circling the hazard, writing in words, or drawing symbols.
- Remind students that they are to identify hazards to the workers, not to the customers. Tell them they have 20-30 minutes to create their maps.
- Students frequently say they can't draw. Urge them to begin anyway, perhaps by starting with the outline of the building or room, with the door or windows. They might feel more comfortable drawing on a small piece of paper first. Be sure they spend most of their time drawing on the large piece of paper with markers so the rest of the class will be able to see their map.

**Report Back (20 minutes)**

- Tape the maps to the wall and ask each group (or a

**NOTE:** You may want to show a Material Safety Data Sheet. Many web sites have MSDS. One is <http://www.hazard.com>

- spokesperson) to explain the map.
- After each map is presented, ask the class if they can think of hazards in the mapped workplace that the group didn't include, and add these to the map. Students often overlook health hazards; encourage them to think about chemical hazards, noise, repetitive motion, bloodborne disease hazards. (See *Industry-specific Hazards* in this section Background Information.)
- Ask students to say which they think are the one or two most serious hazards in that workplace. This helps them recognize that some hazards are more serious than others.
- After each group has presented its map, summarize by noting the common hazards identified in all the maps.
- Discuss health hazards, using the following questions to guide your discussion:
  - **How do chemicals get inside your body?** When you inhale them, ingest them, or absorb them through your skin.
  - **How might you ingest a chemical?** If you put your hands in your mouth, smoke, or touch food.
  - **If a chemical doesn't harm you right away, does that mean it's safe?** No, it could have long-term effects. Chemicals can cause many different kinds of health effects — dizziness, breathing problems, burns, and more serious diseases like cancer. It is important to know what is in a chemical product you are using, what kinds of health effects it can cause, and how to protect yourself when using it.
  - **If you can't smell a chemical, does that mean it's not going to harm you?** No. For example, carbon monoxide, which is emitted whenever a fuel is burned, has no smell at all but can kill you if its not properly vented.
  - **What are ways to find out how a chemical might harm you?** Product labels, information sheets called Material Safety Data Sheets (MSDS), training, and research. Employers are required to train workers how to use chemicals safely. (See *What are Material Safety Data Sheets and Why are They Needed?* in this section's Background Information.)

**NOTE:** NIOSH (National Institute for Occupational Safety and Health) recommends that adolescents not lift objects weighing more than 15 pounds more than once per minute or ever lift objects weighing more than 30 pounds. Tasks involving continuous lifting should never last more than two hours.

**NOTE:** Background Information is included for the instructors. Students do not need the Background Information for the activities, but instructors may choose to hand out copies.

- **What are some reasons people get injured when they lift?** Lifting too much weight, lifting alone, lifting too often, lifting improperly. Ask a volunteer to demonstrate how to lift safely. Note the importance of bending at the knees, holding the load close to the body, and limiting twisting or lifting above the shoulders.
- **What could happen if you get stuck by a hypodermic needle?** You could get infected with the AIDS virus or with the hepatitis B virus.
- **Why be concerned about loud noise at work?** Excess noise on the job can cause hearing loss and stress.
- **Lots of jobs are stressful. Surveys of teens indicate that dealing with customers and fear of violence are sources of stress. Why worry about stress?** Stress can cause physical problems as well as affect your emotional well-being.

### **Background Information for Teachers for Unit 1: Recognizing Hazards on the Job**

The Occupational Safety and Health Act - An Overview.

NIOSH Alert: Preventing Death and Injuries of Adolescent Workers (summary sheet).

Examples of Workplace Hazards.

Hazards in the Fast Food Restaurant.

Hazards in the Grocery Store.

Hazards in the Movie Theatre.

Hazards in the Office.

What are Material Safety Data Sheets and Why are They Needed?

(Adapted from *Safe Work/Safe Workers*, Massachusetts Dept. of Public Health and Education Development Center, Inc. and from *Teens, Work and Safety*, Labor Occupational Health Program, University of California, Berkeley)

# **The Occupational Safety and Health Act**

## **- An Overview -**

The Occupational Safety and Health Act (OSHAct) was passed in 1970 to provide protections against workplace safety and health hazards. The Act is enforced by the U.S. Department of Labor's Occupational Safety and Health Administration (OSHA).

### **Employer Responsibilities Under the OSHAct**

Under the Act, every employer must:

- Meet their general duty responsibility to provide a workplace free from recognized hazards that are causing, or are likely to cause, death or serious physical harm to employees, and comply with standards, rules and regulations issued under the Act (Section 5(a)(1), known as the "General Duty Clause").
- Be familiar with mandatory OSHA standards and make copies available to employees for review upon request.
- Inform all employees about OSHA.
- Examine workplace conditions to make sure they conform to applicable standards.
- Minimize or reduce hazards.
- Make sure employees have and use safe tools and equipment (including appropriate personal protective equipment) and that such equipment is properly maintained.
- Use color codes, posters, labels, or signs when needed to warn employees of potential hazards.
- Establish or update operating procedures and communicate them so that employees follow safety and health requirements.
- Provide medical examinations when required by OSHA standards.
- Provide training required by OSHA standards.
- Report to the nearest OSHA office within 48 hours any fatal accident or one that results in the hospitalization of five or more employees.
- Keep OSHA-required records of work-related injuries and illnesses, and post a copy of the totals from the last page of the OSHA log during the entire month of February each year. (This applies to employers with 11 or more employees.)
- Post at a prominent location within the workplace, the OSHA poster (OSHA 2203) informing employees of their rights and responsibilities.
- Provide employees, former employees and their representatives access to the Log and Summary of Occupational Injuries and Illnesses and a reasonable time and in a reasonable manner.
- Provide access to employee medical records and exposure records to employees or their authorized representatives.
- Cooperate with the OSHA compliance officer by furnishing names of authorized employee representatives who may be asked to accompany the compliance officer during an inspection.
- Not discriminate against employees who properly exercise their rights under the Act.
- Post OSHA citations at or near the worksite involved. Each citation, or copy thereof, must remain posted until the violation has been abated, or for three working days, whichever is longer.
- Abate cited violations within the prescribed period.

## **Employee Responsibilities**

Although OSHA does not cite employees for violation of their responsibilities, the OSHA Act states that each employee “shall comply with all occupational safety and health standards and all rules, regulations, and order issued under the Act” that are applicable.

Employees should:

- Read the OSHA poster at the worksite.
- Comply with all applicable OSHA standards.
- Follow all employer safety and health rules and regulations, and wear or use prescribed protective equipment while engaged in work.
- Report hazardous conditions to the supervisor.
- Report any job-related injury or illness to the employer, and seek treatment promptly.
- Cooperate with the OSHA compliance officer conducting an inspection if he or she inquires about safety and health conditions in your workplace.
- Exercise your rights under the Act in a responsible manner.

(Excerpted from *All About OSHA*, U.S. Department of Labor, Occupational Safety and Health Administration, OSHA 2056, (1992, revised)).

NOTE: In Maine, OSHA covers private places of employment only. Public sector workplaces are covered under comparable state laws, enforced by the Maine Department of Labor.

# NIOSH ALERT

## Preventing Deaths and Injuries of Adolescent Workers

### WARNING!

Each year, approximately 70 adolescents die from injuries at work. Hundreds more are hospitalized, and tens of thousands require treatment in hospital emergency rooms.

#### The following types of work are especially hazardous to adolescents:

- Working in or around motor vehicles
- Operating tractors and other heavy equipment
- Working near electrical hazards such as overhead power lines while using poles, ladders, pipes, or cranes
- Working in retail and service businesses where there is a risk of robbery-related homicide
- Working on ladders, scaffolds, roofs, or construction sites
- Working around cooking appliances
- Continuous manual lifting and lifting of heavy objects

#### EMPLOYERS

- Comply with child labor laws and occupational safety and health regulations that apply to your business.
- Assess and eliminate hazards for adolescent workers.
- Train adolescent workers to recognize hazards and use safe work practices. Routinely verify that they are using these skills.
- Evaluate equipment used by adolescents to be sure that it is legal and safe for their use.
- Make sure that adolescent workers are appropriately supervised to prevent injuries and hazardous exposures.
- Ask supervisors and experienced workers to help develop an injury and illness prevention program and to help identify and solve and health problems.

#### PARENTS

- Take an active role in the employment decisions of your children.
- Discuss the types of work involved and the training and supervision provided by the employer.

#### EDUCATORS

- Know the Federal and State child labor laws if you are responsible for signing work permits.
- Talk to students about safety and health hazards in the workplace and their responsibilities as workers.
- Make sure that school-based work experience programs provide jobs in safe and healthful environments and supply information about workers' legal rights and responsibilities.

#### ADOLESCENTS

- Be aware that you have the right to work in a safe and healthful environment.
- Learn to recognize hazards at work.
- Participate in training programs at work or request training if none is offered.
- Seek information about safe work practices from your employer and the State department of labor.
- Use safe work practices.
- Know that you have the right to file a complaint with the U.S. Department of Labor when you feel your rights are being violated or your safety is in jeopardy.

# Examples of Workplace Hazards

(Not an exhaustive list)

## Safety Hazards

- slippery floors
- falling objects
- knives and other sharp instruments
- case cutters
- clutter, improper storage
- unguarded machinery
- electrical hazards
- fire, hot oil, etc.
- motor vehicles
- paper balers



## Stress

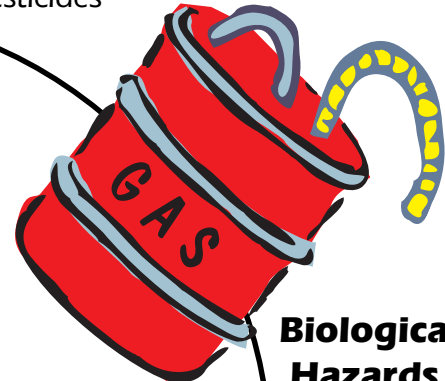
*(causes both physical and psychological harm)*

- fast-paced work
- low pay
- discrimination
- assaults
- harassment
- lack of recognition
- boring or repetitive work
- pressure from boss or coworkers
- dealing with the public, customers



## Chemical Hazards

- dusts, e.g., wood
- solvents, cleaners
- acids, caustics, metals (lead, mercury, etc.)
- asbestos
- gasoline
- pesticides



## Biological Hazards

- viruses (e.g. hepatitis, HIV)
- bacteria
- unsanitary conditions
- animal bites and dander
- bee stings
- plants (e.g. poison ivy, pollen)
- mold spores
- dust mites



## Physical Hazards

- ergonomic hazards (repetitive movements, lifting, poor equipment design, etc.)



- noise
- temperature (heat or cold)
- radiation
- lighting
- vibration
- sunlight



# Hazards in the Fast Food Restaurant

Hazard	Effect	Possible Solutions
<b>Safety Hazards</b>		
Cooking Equipment	Burns or electric shocks	<ul style="list-style-type: none"> <li>● Keep appliances in safe condition</li> <li>● Have guards around hot surfaces</li> <li>● Wear gloves or mitts</li> </ul>
Hot grease	Burns	<ul style="list-style-type: none"> <li>● Use grease pans that dump automatically</li> <li>● Have splash guards</li> <li>● Wear protective clothing</li> </ul>
Slicers and powered cutting equipment	Cuts	<ul style="list-style-type: none"> <li>● Must be 18 or older to use</li> <li>● Keep guards in place</li> <li>● Get proper training</li> <li>● Turn off when cleaning</li> </ul>
Slippery floors	Slips or falls	<ul style="list-style-type: none"> <li>● Clean up spills quickly</li> <li>● Use floor mats</li> </ul>
<b>Chemical Hazards</b>		
Dishwashing products	Skin contact may cause irritation or dermatitis	<ul style="list-style-type: none"> <li>● Use safer products</li> <li>● Wear gloves</li> </ul>
Cleaning products	Some vapors cause headaches and other health problems; skin contact may cause irritation or dermatitis	<ul style="list-style-type: none"> <li>● Use safer products</li> <li>● Wear gloves when necessary</li> <li>● Have good ventilation</li> </ul>
<b>Other Health Hazards</b>		
Contact with public	Stress, criminal violence, robbery	<ul style="list-style-type: none"> <li>● Have adequate security</li> <li>● Schedule at least two people per shift</li> <li>● Use barriers where money is handled</li> <li>● Get customer service training</li> </ul>
Standing for long periods	Back injuries, varicose veins	<ul style="list-style-type: none"> <li>● Use floor mats</li> <li>● Take regular breaks</li> <li>● Rotate jobs</li> </ul>
Bending, reaching, stretching, and lifting	Muscle strains or sprains	<ul style="list-style-type: none"> <li>● Keep heavy items on lower shelves</li> <li>● Rotate jobs</li> <li>● Use helpers</li> </ul>

# Hazards in the Grocery Store

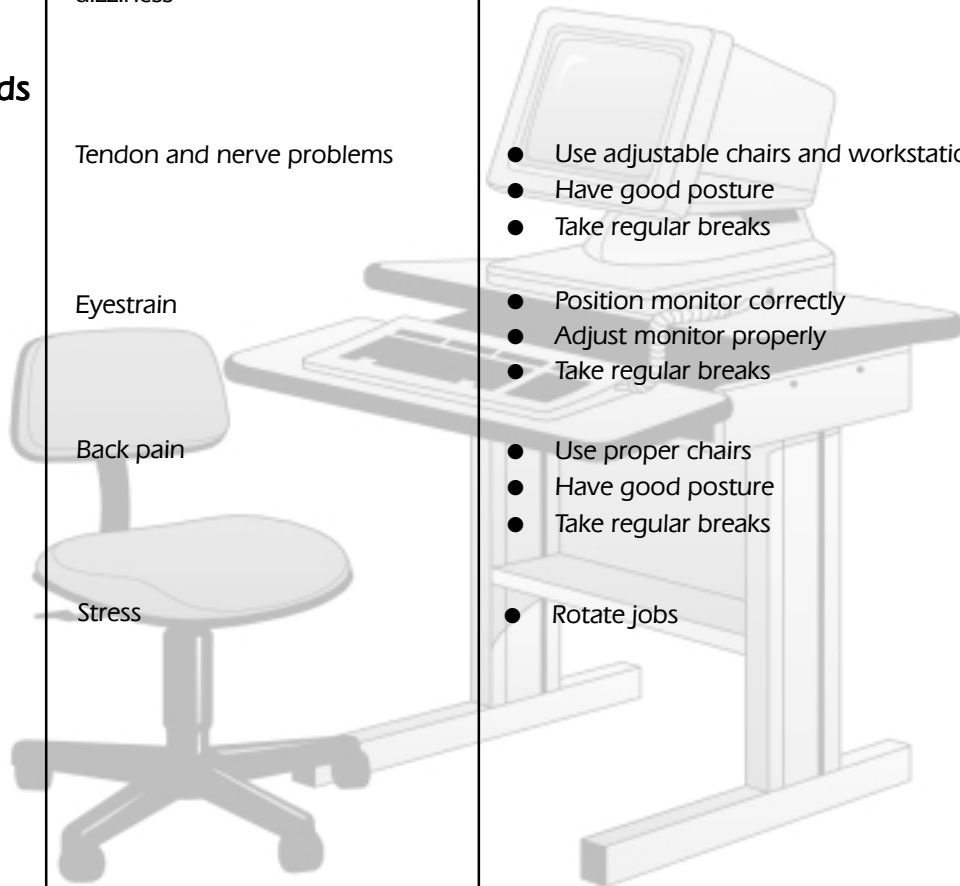
Hazard	Effect	Possible Solutions
<b>Safety Hazards</b>		
Box cutters	Cuts	<ul style="list-style-type: none"> <li>● Cut properly</li> <li>● Store properly</li> </ul>
Box crushers	Various body injuries	<ul style="list-style-type: none"> <li>● Must be over 18 to use</li> <li>● Get properly training</li> </ul>
Sharp knives	Cuts	<ul style="list-style-type: none"> <li>● Keep in good condition</li> <li>● Cut properly</li> <li>● Store properly</li> </ul>
Deli slicers	Cuts	<ul style="list-style-type: none"> <li>● Must be 18 or older to use</li> <li>● Keep guards in place</li> <li>● Get proper training</li> <li>● Turn off when cleaning</li> </ul>
<b>Chemical Hazards</b>		
Cleaning products	Some vapors cause headaches and other health problems. Skin contact may cause irritation or dermatitis	<ul style="list-style-type: none"> <li>● Use safer products</li> <li>● Wear gloves when necessary</li> <li>● Have good ventilation</li> </ul>
<b>Other Health Hazards</b>		
Checkout scanners	Muscle, tendon, or nerve injuries	<ul style="list-style-type: none"> <li>● Redesign checkstands</li> <li>● Take regular breaks</li> <li>● Rotate jobs</li> </ul>
Bending, reaching, stretching and lifting	Muscle strains or sprains	<ul style="list-style-type: none"> <li>● Use machinery instead</li> <li>● Keep heavy items on lower shelves</li> <li>● Get proper training</li> <li>● Rotate jobs</li> <li>● Use helpers</li> </ul>
Cold temperatures (in cold storage areas, freezers)	Frostbite	<ul style="list-style-type: none"> <li>● Limit time working in cold areas</li> </ul>

# Hazards in the Movie Theater

Hazard	Effect	Possible Solutions
<b>Safety Hazards</b>		
Popcorn, hot dog, and coffee machines	Burns or electric shocks	<ul style="list-style-type: none"> <li>● Keep appliances in safe condition</li> <li>● Wear gloves or mitts</li> </ul>
Slippery floors	Slips or falls	<ul style="list-style-type: none"> <li>● Clean up spills quickly</li> <li>● Use floor mats</li> </ul>
Ladders	Falls	<ul style="list-style-type: none"> <li>● Must be 16 or older to use</li> <li>● Use safe ladders</li> <li>● Get proper training</li> </ul>
<b>Chemical Hazards</b>		
Cleaning products	Some vapors cause headaches and other health problems; skin contact may cause irritation or dermatitis	<ul style="list-style-type: none"> <li>● Use safer products</li> <li>● Wear gloves when necessary</li> <li>● Have good ventilation</li> </ul>
<b>Other Health Hazards</b>		
Contact with public	Stress; criminal violence; robbery	<ul style="list-style-type: none"> <li>● Have adequate security</li> <li>● Schedule at least two people per shift</li> <li>● Use barriers where money is handled</li> <li>● Get customer service training</li> <li>● Rotate job</li> </ul>
Dark environments	Eyestrain; slips or falls	<ul style="list-style-type: none"> <li>● Use flashlights</li> </ul>
Standing for long periods	Back injuries; varicose veins	<ul style="list-style-type: none"> <li>● Use floor mats</li> <li>● Take regular breaks</li> <li>● Rotate jobs</li> </ul>

# Hazards in the Office

Hazard	Effect	Possible Solutions
<b>Safety Hazards</b>		
Cords and loose carpeting	Tripping	<ul style="list-style-type: none"> <li>● Don't run cords through public areas</li> <li>● Keep carpets secured</li> </ul>
Unsecured furniture	Can fall in earthquake	<ul style="list-style-type: none"> <li>● Secure bookcases, file cabinets, etc.</li> </ul>
Overloaded electric circuits	Fire	<ul style="list-style-type: none"> <li>● Have enough outlets</li> </ul>
<b>Chemical Hazards</b>		
Ozone from copiers	Breathing difficulty, headaches, dizziness	<ul style="list-style-type: none"> <li>● Place copiers in separate area</li> <li>● Have good ventilation</li> </ul>
Poor indoor air quality	Breathing difficulty, headaches, dizziness	<ul style="list-style-type: none"> <li>● Have good ventilation</li> </ul>
<b>Other Health Hazards</b>		
Contact with public	Tendon and nerve problems	<ul style="list-style-type: none"> <li>● Use adjustable chairs and workstations</li> <li>● Have good posture</li> <li>● Take regular breaks</li> </ul>
Computer monitors	Eyestrain	<ul style="list-style-type: none"> <li>● Position monitor correctly</li> <li>● Adjust monitor properly</li> <li>● Take regular breaks</li> </ul>
Sitting for long periods of time	Back pain	<ul style="list-style-type: none"> <li>● Use proper chairs</li> <li>● Have good posture</li> <li>● Take regular breaks</li> </ul>
Repetitive, boring work	Stress	<ul style="list-style-type: none"> <li>● Rotate jobs</li> </ul>



# What are Material Safety Data Sheets and Why are They Needed?

The Material Safety Data Sheet, or MSDS, is a detailed information sheet prepared by the manufacturer or importer of a chemical. It describes the physical and chemical properties, physical and health hazards, routes of exposures, precautions for safe handling and use, emergency and first-aid procedures, and control measures.

## Employers Must Keep MSDS

Chemical manufacturers and importers must develop an MSDS for each hazardous chemical they produce or import. They must provide the MSDS automatically at the time of the initial shipment of a hazardous chemical to a distributor or user. Distributors also must provide MSDS.

## MSDS Tell You About the Hazards of Products

Each MSDS must be in English and include information regarding the specific chemical identify of the hazardous chemical(s) involved and the common names. In addition, each MSDS must include the physical and chemical characteristics of the hazardous chemical; known acute and chronic health effects and related health information; exposure limits; whether the chemical is considered to be a carcinogens; precautionary measures to take when working with or around the chemical (including protective equipment); emergency and first-aid procedures; and the name, address, and telephone number of the organization responsible for preparing the sheet.

## Employers Must Inform Employees

Copies of the MSDS for hazardous chemicals must be readily accessible to employees and readily available during each work shift. MSDS have no prescribed format. Employers must ensure that each employee has a basic knowledge of how to find information on an MSDS and how to properly make use of that information.

Employers must prepare a list of all hazardous chemicals in the workplace. If there are hazardous chemicals used for which no MSDS has been received, the employer must contact the supplier, manufacturer, or importer to obtain the missing MSDS.

## Questions to Ask When You Read an MSDS

1. Do you have the right MSDS for the produce you're using?
2. Is the MSDS up-to-date (within 3 years)?
3. Can the product burn or explode?
4. What harmful effects are possible?
5. What protective equipment, if any, do you need to use when handling this product?
6. Are there special handling precautions?
7. What should be done in case of fire, explosion, spill or leak?
8. Who is the first aid person in the workplace?
9. Where is the emergency equipment is and how do you use it?

# **Unit 2:**

## **Understanding Rights and Responsibilities for Safety on the Job**

### **Learning Objectives**

**Students will accomplish the following:**

- ✓ Describe key job rights young workers have
- ✓ Describe key safety-related job responsibilities young workers have
- ✓ Discuss why labor laws are important for protecting their health and well-being
- ✓ Identify at least three places they can get information and help about workplace safety and labor laws
- ✓ Demonstrate skills in researching information on their job rights

# **Activity 2-A:**

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## **Job Rights, Responsibilities and Resources**

Students work in small groups to find the answers to questions about their rights on the job and to learn what agencies are available to help.

**NOTE:** Child labor laws apply only to youth under 18. For students over 18, use *Rights, Responsibilities and Resources Questions for Youth over 18*.

### **Instructor Preparation**

- ✓ Activity Time: 30 minutes
- ✓ Read *Do You Work?: A Guide for Working Teens*

### **Materials Needed:**

- One copy of the following for each student
  - *Do You Work?: A Guide for Working Teens* (brochure available free from the Maine Department of Labor, 1-877-SAFE-345 or use the text version included with this Unit)
  - *Rights, Responsibilities and Resources Questions*
- *Rights, Responsibilities and Resources, Questions and Answers-Teacher's Discussion Guide*
- Pencils for students

### **Procedures**

#### **Background Information to Present (5 minutes)**

Before there were child labor laws, children worked on very dangerous machinery and for many hours each day. Child labor laws were passed to prohibit children from working in the most hazardous jobs and to ensure that they had enough time for their schooling. Studies have shown that youth who are working in violation of child labor laws are more likely to be injured on the job. Work-

ing more than 20 hours per week is associated with getting poorer grades.

The Occupational Safety & Health Administration, or OSHA, has laws that protect all workers, regardless of age. While there are laws to protect working people, all workers share in the responsibility for their own safety.

### **Small Group Activity (15 minutes)**

Explain that the next activity will involve researching the rights young workers have on the job. Distribute the brochure *Do You Work? A Guide for Working Teens* and the *Rights, Responsibilities and Resources* worksheet.

Divide the class into groups of 2-5 students. Explain to students that they should work with their team members to answer the questions on the worksheet, and that all the answers are contained in the brochure. Tell them they will meet in their groups for about 10 minutes before you review the answers with them.

### **Report Back (10 minutes)**

Read each question and ask a different small group to answer. Make sure answers are correct. Reinforce the idea that the child labor laws exist to protect young workers, not restrict them.

**NOTE:** The Maine Department of Labor can answer questions about child labor laws. Call (207) 624-6400.



# State of Maine

## WORK PERMIT

Number  
061751

**VOID**

This permit does not excuse any minor from attendance at classes any day the minor's school is in session.

**NOTE:** While school is in session, a minor may have only one work permit at any given time. During summer school vacation only, the superintendent may issue up to two work permits to the minor, but must revoke the second permit at the end of summer vacation. Therefore, a permit should not be issued until the minor has the promise of a job. The minor or the employer must return the employer copy of an inactive permit before the Bureau of Labor Standards will approve the second permit during the school year. Minor cannot work until employer's copy of permit is validated by Bureau of Labor Standards.

### THIS CERTIFIES THAT

Name of Minor \_\_\_\_\_  
of \_\_\_\_\_ Town \_\_\_\_\_ State \_\_\_\_\_

Mailing address of Minor \_\_\_\_\_

1. Was born in the town of \_\_\_\_\_ on the \_\_\_\_\_ day of \_\_\_\_\_ in the year \_\_\_\_\_.
2. Social Security Number \_\_\_\_\_ Sex: M ( ) F ( )
3. Name of Parent or Legal Guardian \_\_\_\_\_
4. Meets all of the requirements below: Yes ☐ No ☐  
**Enrolled in school; not habitually truant; not under suspension and is passing a majority of courses during current grading period.**

### NOTICE:

All triplicates, accompanied by the original supporting documents, must be forwarded to the Bureau of Labor Standards by the Superintendent of Schools Issuing the permit within twenty-four hours of the time that the permit was issued.

Signed in Triplicate \_\_\_\_\_

Supt. of Schools of \_\_\_\_\_

Signature of Parent or Guardian \_\_\_\_\_

Signature of Minor Named in this Permit \_\_\_\_\_

who is employed by \_\_\_\_\_  
Name of Business

Address of Business \_\_\_\_\_

Industry of Employer \_\_\_\_\_

Occupation of Minor \_\_\_\_\_

### BUREAU COPY

# **Rights, Responsibilities and Resources Questions and Answers**

## **Teacher's Discussion Guide**

### **1. Do teens under 16 need a work permit? If so, how do you get one?**

Yes, in Maine if you are under 16 you must get a work permit before you start a job. You must have an offer of a job before you apply for a work permit. You can apply at the superintendent's office in the school district where you live. You need written permission from a parent or guardian and proof of age in order to get a permit. You can get only one work permit during the school year, two in summer. (Instructor may want to show sample permit.)

### **2. If you are 15, how many hours can you work each day on school days?**

No more than 3 hours on school days.

### **3. If you are 16, how many hours can you work each day?**

No more than 4 hours on a school day. Except 8 hours a day on the last day of the school week or an unscheduled school closure day.

### **4. If you are 17, how late can you work on a school night?**

Until 10 P.M. on a night before a school day. Until midnight on a day that does not come before a school day.

### **5. What can you do to improve safety and health at your workplace?**

You can comply with safety rules and instructions, keep work areas clean, know what to do in an emergency, report any health or safety hazards or injuries to your supervisor, ask questions if you don't know how to do a job safely.

### **6. Workers under age 18 are allowed to do which of the following activities at work?**

- drive a car for work
- use a forklift
- use a meat slicer
- pump gas at a gas station

**Answer:** Pump gas at a gas station

### **7. Workers under age 16 are NOT allowed to which of the following for work?**

- Work in an office
- Work on ladders or scaffolds
- Cook at a snack bar
- Wait on tables in a restaurant
- Work on ladders or scaffolds

**Answer:** Work on ladders or scaffolds

**8. What agency or agencies would you call with questions about health and safety hazards on your job?**

The Maine Department of Labor (SafetyWorks!) (1-877-SAFE-345), or the U.S. Department of Labor (OSHA) (207-780-3178 or 207-941-8177).

For answers to questions about whether someone who has been hurt at work is entitled to medical benefits or lost wages, call the Maine Workers' Compensation Board (207-287-2308).

(Adapted from *Safe Work/Safe Workers*, Massachusetts Dept. of Public Health and Education Development Center, Inc.)

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# **Rights, Responsibilities and Resources Questions**

1. Do teens under 16 need a work permit? If so, how do you get one?
2. If you are 15, how many hours can you work each day on school days?
3. If you are 16, how many hours can you work each day on school days?
4. If you are 17, how late can you work on a school night?
5. What can you do to improve safety and health at your workplace?
6. Workers under age 18 are allowed to do which of the following activities at work?
  - drive a car for work
  - use a forklift
  - use a meat slicer
  - pump gas at a gas station
7. Workers under age 16 are NOT allowed to which of the following for work?
  - Work in an office
  - Work on ladders or scaffolds
  - Cook at a snack bar
  - Wait on tables in a restaurant
8. What agency or agencies would you call with questions about health and safety hazards on your job?

# **Rights, Responsibilities and Resources Questions and Answers for Youth over 18 Years Old**

## **Teacher's Discussion Guide**

(Refer students to Pages 10, 11, and 12 of *Do You Work? A Guide for Working Teens*)

### **What should you do if you get hurt at work?**

Tell your employer as quickly as possible about your injury. Get medical help

### **What should you do if you see a safety hazard at work?**

Report it to your supervisor. You can file a complaint with OSHA if the problem isn't fixed.

### **What is the minimum wage?**

\$5.15 per hour.

### **What is the minimum wage for people who get tips?**

\$2.58 per hour as long as the total wage including tips is at least \$5.15 per hour.

### **What can you do to improve safety and health at your workplace?**

- Comply with safety rules and regulations
- Keep work areas clean
- Know what to do in an emergency
- Report any health or safety hazards or injuries to your supervisor
- Use any required safety equipment and protective clothing
- Ask questions if you don't know how to do a job safely.

### **From the following list, check all the items that employers have to provide:**

- ☒ Payment for the hours you work
- ☒ Medical care if you get sick or hurt because of work
- ☐ Lunch
- ☒ Training on safety and health hazards, including chemicals
- ☐ Tips
- ☒ A safe workplace
- ☒ Freedom from sexual or racial harassment

### **What agencies would you call with questions about health and safety on your job?**

The Maine Department of Labor (SafetyWorks!) 1-877-SAFE-345 or OSHA (207-780-3178 or (207-941-8177)

For answers to questions about whether someone who has been hurt at work is entitled or medical benefits or lost wages, call the Maine Workers' Compensation Board (207-287-2308).

# **Rights, Responsibilities and Resources Questions for Youth over 18 Years Old**

(Look on pages 10, 11, and 12 of *Do You Work? A Guide for Working Teens*)

**What should you do if you get hurt at work?**

**What should you do if you see a safety hazard at work?**

**What is the minimum wage?**

**What is the minimum wage for people who get tips?**

**What can you do to improve safety and health at your workplace?**

**From the following list, check all the items that employers have to provide:**

- ☐ Payment for the hours you work
- ☐ Medical care if you get sick or hurt because of work
- ☐ Lunch
- ☐ Training on safety and health hazards, including chemicals
- ☐ Tips
- ☐ A safe workplace
- ☐ Freedom from sexual or racial harassment

**What agencies would you call with questions about health and safety on your job?**

## **Activity 2-B:**

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### **Case Studies**

Students work in small groups to apply the labor laws.

#### **Instructor Preparation**

- ✓ Read the case studies and teacher discussion guides.
- ✓ Activity Time: 30 minutes

#### **Materials Needed:**

- One copy of the case studies for each student
- *Do You Work: A Guide for Working Teens* - one copy per student (brochure available free from the Maine Department of Labor, 1-877-SAFE-345 or use the text version included with this Unit).
- Flip chart paper - 3 sheets per group
- Markers

#### **Procedures**

##### **Background Information to Present**

Now that students have learned about some of the laws that protect teen workers, they will practice applying these laws to real life situations.

##### **Small Group Activity (15 minutes)**

Explain that you will pass out handouts with two scenarios depicting teens at work. In both cases, there are laws that should have been followed that would protect the teens. Explain that students will work in small groups. Each group will read one of the case studies and try to answer the questions that follow it. Students can use *Do You Work: A Guide for Working Teens* to find the answers.

Divide the class into groups of 3-5 students. Before breaking into groups, assign one of the two case studies to each group. Half of the class should work with Case Study #1 and half with Case Study #2.

Explain that in each group someone should read the assigned case study aloud. Then students should work with their team members to answer the three questions, using the brochure and their knowledge. Ask each group to choose someone to take notes on their answers and write the answers on flip chart paper, one question per sheet. Tell them they will meet in their groups for about 10 minutes before you review the answers with them.

### **Report Back (15 minutes)**

Bring the entire class back together. Ask someone from a group (the reporter) assigned Case Study #1 to read the case study and questions to the class. Then this person should tack up the flip chart sheets and present the group's answers to all three questions.

Next, ask the other groups that were assigned the same case to answer the three questions. If the groups identified different answers add these to the lists on the sheets. If there are more than three groups for each Case Study, ask the other groups to add anything they have that is different than the first report, rather than reading all their answers.

After all the groups that were assigned Case Study #1 have reported, briefly discuss everyone's answers to all three questions. Ask others in the class if they agree or disagree with the lists and why.

Repeat this process for Case Study #2.



# **Case Studies**

## **Rights and Responsibilities on the Job**

### **Teacher's Discussion Guide**

#### **Case Study #1— Steve P.**

15-year old Steve P. just started his first real job. He got a work permit to be an office assistant at a construction firm. He hoped they would like him and hire him on a construction crew the next summer. Then he could make a lot more money and get construction skills.

After just two weeks on the job, Steve was offered the chance to go to a construction site. They were shorthanded. There was no time for training. But he was told he would not have to do anything that required much skill. In the morning, he would run a few errands, driving between the office and the construction sites. In the afternoon he would help a carpenter, handing him tools.

The afternoon was hot. A nearby crew was laying asphalt, and there was a strong odor. As he was climbing a scaffold to hand a heavy power tool to the carpenter, Steve suddenly felt light-headed. The next thing he knew, he was on the ground, after falling over 20 feet.

Steve was rushed to the hospital. His condition was serious — multiple broken bones and a crushed foot from the power tool he had been holding. The doctors thought they could save his foot.

1. What laws were broken? For each law you mention, explain whether it could have prevented Steve's injury, and how.
  - Under Maine law, a 15-year-old may work in an office, but not on a construction site or on a scaffold. Steve's work permit was only for office work. Also, at 15 Steve may not drive a motor vehicle on the job, even to run errands.
  - Every employer is required to provide safety training, including information on chemical exposures such as asphalt fumes.
2. What other protections could have prevented Steve's injury?
  - Post notices at the construction site about age limits
  - Notify workers in advance about the hazardous asphalt vapors
  - Stop work in areas near the asphalt operation
3. If you were Steve, what would you have done? Would you have agreed to work on the construction crew? Why or why not?

#### **In the class discussion, try to cover such issues as:**

- Are there other ways Steve could get the construction skills he wants?
- Do you think Steve knew about the restrictions on the work he could do?
- Did Steve have the right to say he would not work at the construction site or on the scaffold?

## Case Study #2 — Jennifer B.

17-year-old Jennifer B. was working alone at a sandwich shop late on a school night. She had asked if she could leave by 9 P.M., after a 4-hour shift. But, as usual, there was nobody else the boss trusted to close up. So Jennifer stayed even though it was the third night in a row she would have to work past 11 P.M.

Jenn was worried about her grades because she had not had time to study for two major tests coming up. However, she didn't make a big deal out of it because she wanted to keep her job.

At about 11 P.M. as she was locking up the store, Jennifer was robbed at gun point. The robber hit her and knocked her down. Then he took several hundred dollars from the cash register. The store had no alarm system. After the robber left, Jenn called a friend to take her to the emergency room because she was bleeding. The emergency room notified the police, and Jenn gave the police a statement before going home.

Jennifer's supervisor called her the next day to see how she was doing. The supervisor told her she would try to hold onto Jenn's job while she was recovering. The supervisor mentioned Jennifer could get in trouble because she had not called 911 right away. Jenn didn't know there was a company policy that employees should inform police of robberies immediately. The supervisor also said that an injury like this isn't covered by workers' compensation.

1. What laws were broken? For each law you mention, explain whether it could have prevented Jenn's injury, and how.
  - Under Maine law a 17-year-old may not work after 10 P.M. the night before a school day and may not work more than 4 hours a day on a school day.
  - Employers are required to provide a safe and healthful workplace. They should take proper security measures to avoid workplace violence. These may include security training, alarm systems, safe cash handling procedures, and limits on working alone, especially late at night.
  - Every employer is required to provide safety training. Jennifer was not trained in how to handle an emergency.
  - Jennifer's injury occurred on the job and is covered by workers' compensation. Jenn should be encouraged to file for workers' compensation. If she files a claim, she may be eligible to have her medical bills paid and get payments to replace lost wages.
2. What other protections could have prevented Jennifer's injury?  
Here are some examples. The employer could be required to:
  - Post hours minor can work.
  - Set up a "buddy system" so no one ever works alone in a store at night.
  - Limit the amount of cash on hand, and post a sign saying so.
3. If you were Jennifer, what would you have done? Would you have agreed to work late alone? Why or why not?

**In the class discussion, try to cover such issues as:**

- Do you think Jenn knew about the hour and age regulations?
- If Jenn knew about the regulations, do you think she would have agreed to work late anyway? Would she stand up for her rights? Some teens don't. Why not?
- What do you think about the way Jennifer handled the situation after the robbery?

(Adapted from *Teens, Work and Safety*, Labor Occupational Health Program, University of California, Berkeley)

# **Case Studies**

## **Rights and Responsibilities on the Job**

### **Student Handout**

#### **Case Study #1— Steve P.**

15-year old Steve P. just started his first real job. He got a work permit to be an office assistant at a construction firm. He hoped they would like him and hire him on a construction crew the next summer. Then he could make a lot more money and get construction skills.

After just two weeks on the job, Steve was offered the chance to go to a construction site. They were shorthanded. There was no time for training. But he was told he would not have to do anything that required much skill. In the morning, he would run a few errands, driving between the office and the construction sites. In the afternoon he would help a carpenter, handing him tools.

The afternoon was hot. A nearby crew was laying asphalt, and there was a strong odor. As he was climbing a scaffold to hand a heavy power tool to the carpenter, Steve suddenly felt light-headed. The next thing he knew, he was on the ground, after falling over 20 feet.

Steve was rushed to the hospital. His condition was serious — multiple broken bones and a crushed foot from the power tool he had been holding. The doctors thought they could save his foot.

1. What laws were broken? For each law you mention, explain whether it could have prevented Steve's injury, and how.
2. What other protections could have prevented Steve's injury?
3. If you were Steve, what would you have done? Would you have agreed to work on the construction crew? Why or why not?

## Case Study # 2— Jennifer B.

17-year-old Jennifer B. was working alone at a sandwich shop late on a school night. She had asked if she could leave by 9 P.M., after a 4-hour shift. But, as usual, there was nobody else the boss trusted to close up. So Jennifer stayed even though it was the third night in a row she would have to work past 11 P.M.

Jenn was worried about her grades, because she had not had time to study for two major tests coming up. However, she didn't make a big deal out of it because she wanted to keep her job.

At about 11 P.M. as she was locking up the store, Jennifer was robbed at gun point. The robber hit her and knocked her down. Then he took several hundred dollars from the cash register. The store had no alarm system. After the robber left, Jenn called a friend to take her to the emergency room because she was bleeding. The emergency room notified the police, and Jenn gave the police a statement before going home.

Jennifer's supervisor called her the next day to see how she was doing. The supervisor told her she would try to hold onto Jenn's job while she was recovering. The supervisor mentioned Jennifer could get in trouble because she had not called 911 right away. Jenn didn't know there was a company policy that employees should inform police of robberies immediately. The supervisor also said that an injury like this isn't covered by workers' compensation.

1. What laws were broken? For each law you mention, explain whether it could have prevented Jenn's injury, and how.
2. What other protections could have prevented Jennifer's injury?
3. If you were Jennifer, what would you have done? Would you have agreed to work late alone? Why or why not?

## **Activity 2-C:**

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# **Child Labor Law Bingo**

A fun activity to re-enforce what students have learned about their safety rights on the job. Use as follow-up to Job Rights, Responsibilities and Resources and/or Case Studies.

### **Instructor Preparation**

- ✓ Activity time: 15-20 minutes

### **Materials Needed:**

- *Do You Work?: A Guide for Working Teens* - one per person (brochure available free from the Maine Department of Labor, 1-877-SAFE-345 or use the text version included with this Unit).
- Plastic chips or small squares of heavy paper - 20 per group
- Child Labor Law Bingo Cards - one per group (Cards can be reused if they are photocopied onto heavier paper.)
- Small prizes (optional)

### **Procedures**

- Explain that the class will now play bingo. Explain that all the answers are based on information already gone over in class and that they can all be found in *Do You Work?: A Guide for Working Teens*. Explain some of the questions have more than one answer.
- Break into groups of 2-4 .
- Hand out the Bingo Cards.
- Read each question.

- Ask students to call out the answers.
- After each question and answer, provide the correct answer. Have brief discussion if needed to clarify answer or if there is disagreement.
- The first team to have a row of correct answers wins.
- If possible, hand out small prizes to members of winning team; at the end give everyone a prize.
- If time permits, hand out new cards and repeat the game.

(Adapted from *Labor Law Bingo* developed by Connecticut Department of Labor)

# Child Labor Law Bingo Questions and Answers

(Note: Page numbers following the answers refer to the brochure *Do You Work: A Guide for Working Teens* and do not apply to the text version of the brochure included in these materials.)

How many hours can 14 and 15 year olds work on a school day? **(3 hours, page 6)**

How many hours can a 16 year old work on a school day? **(4 hours, page 7)**

At what age can a worker use a meat slicer? **(18 years old, page 2)**

At what age can a worker be a cook in a restaurant kitchen? **(16 years old, page 4)**

At what age can a worker drive a car as part of the job? **(18 years old, page 2)**

How old do you have to be to handle, serve or sell alcoholic beverages? **(18 years old, page 2)**

How old do you have to be to work in construction? **(16 years old, page 4)**

What is the maximum days in a row someone under 18 can work? **(6 days, pages 6,7)**

What is a task a worker under 18 years old CANNOT do? **(roofing, use a box crusher, use a forklift, pages 2-3)**

What is a task a worker under 16 years old CANNOT do? **(work in a freezer, work on a ladder, load trucks, work in a bowling alley, pages 4-5)**

What is a task 15 year olds CAN do? **(office work, work at soda fountain, deliver newspaper, page 4,5)**

During the school year, what is the total number of hours per week 14 and 15 year olds can work? **(18 hours, page 6)**

During the summer, what is the total number of hours per week 14 and 15 year olds can work? **(40 hours, page 6)**

During the school year, what is the total number of hours per week 16 and 17 year olds can work? **(20 hours, page 7)**

During the summer, what is the total number of hours per week 16 and 17 year olds can work? **(50 hours, page 7)**

During the school year, how many hours per day can 16 and 17 year olds work? **(10 hours, page 7)**



How late can 16 and 17 year olds work the night before a school day? **(10 PM, page 7)**

How late can 16 and 17 year olds work on Friday and Saturday nights? **(midnight, page 7)**

How early can a 16 year old start work in the summer? **(5 am, page 7)**

During the school year, how late can 14 and 15 year olds work? **(7 PM, page 6)**

During the summer, how late can 14 and 15 year olds work? **(9 PM, page 6)**

On a school day, when can 16 and 17 year olds start work in the morning? **(7 am, page 7)**

When can 14 and 15 year olds start work in the morning? **(7 am, page 6)**

Under what age do you need a work permit? **(16 years old, page 8)**

What is a right that workers have? **(safe and healthy workplace, ask questions, p. 11)**

What is a responsibility workers have? **(report hazards, know your rights, use safety equipment, follow safety rules, p. 11)**

What are some examples of workplace hazards in places teenagers work? **(slippery floors, hot surfaces, chemicals, noise, knives, heavy lifting, p. 10)**

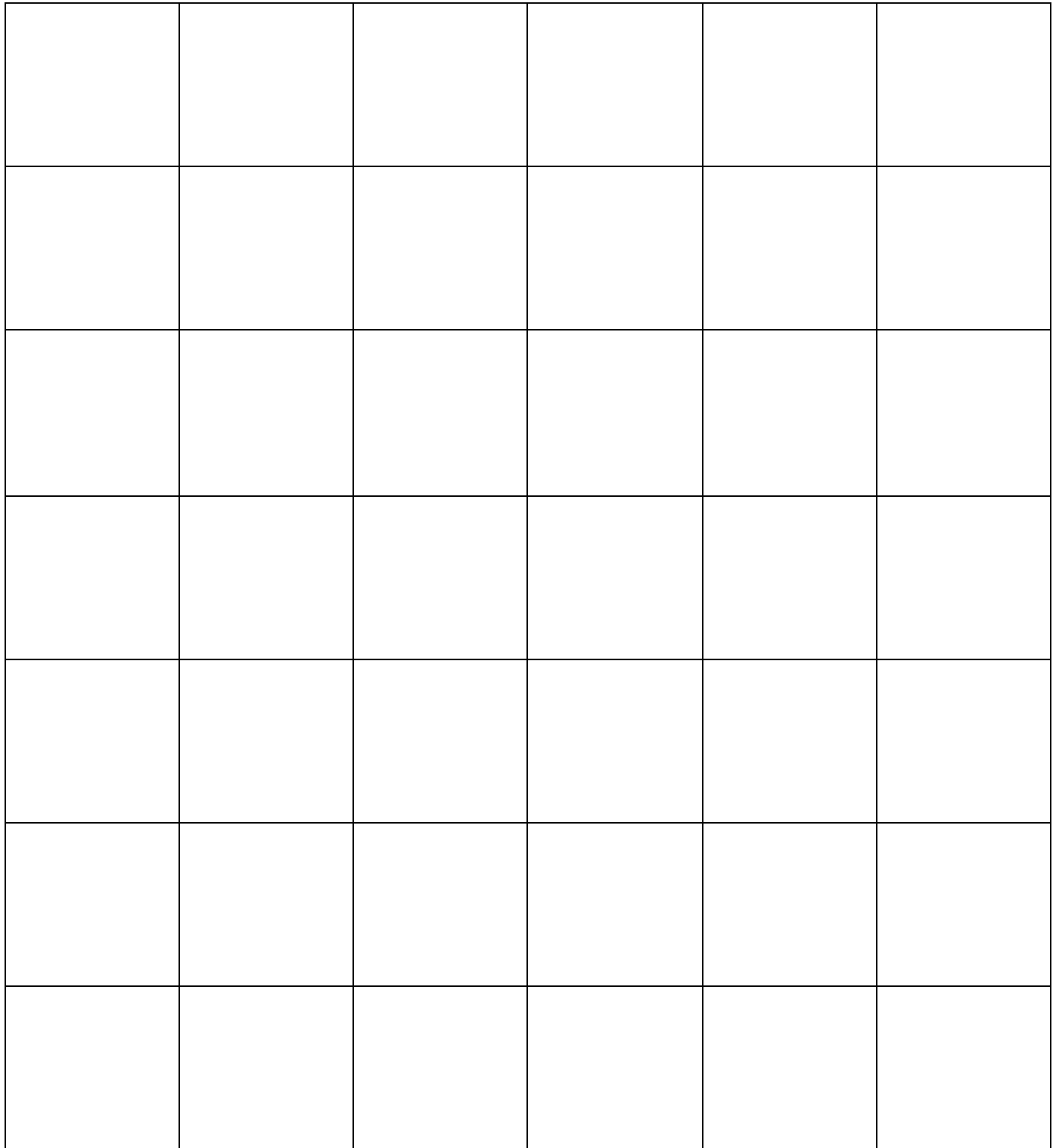
What Maine office can you call with a question about child labor laws? **(Maine Department of Labor, page 12)**

What offices can you call with a question about workplace safety? **(SafetyWorks!, Maine Department of Labor, or OSHA, page 12)**

## **Background Information for Teachers for Unit 2: Understanding Rights and Responsibilities for Safety on the Job**

*Do You Work?: A Guide for Working Teens*

**Copy this page onto heavy paper. Cut the squares to use for bingo chips.**



# Child Labor Law BINGO

<b>50 hours</b>	<b>SafetyWorks!</b>	<b>18 years old</b>	<b>roofing</b>	<b>18 hours</b>
<b>safe &amp; healthy workplace</b>	<b>midnight</b>	<b>ask questions</b>	<b>40 hours</b>	<b>9 PM</b>
<b>3 hours</b>	<b>work in an office</b>	<b>6 days</b>	<b>OSHA</b>	<b>know your rights</b>
<b>work on a ladder</b>	<b>16 years old</b>	<b>work in a bowling alley</b>	<b>7 AM</b>	<b>7 PM</b>
<b>20 hours</b>	<b>17 years old</b>	<b>10 PM</b>	<b>5 AM</b>	<b>Maine Dept. of Labor</b>

# Child Labor Law BINGO

<b>SafetyWorks!</b>	<b>8 hours</b>	<b>5 AM</b>	<b>know your rights</b>	<b>work in an office</b>
<b>safe &amp; healthy workplace</b>	<b>40 hours</b>	<b>7 PM</b>	<b>4 hours</b>	<b>chemicals</b>
<b>9 PM</b>	<b>work in a bowling alley</b>	<b>18 hours</b>	<b>18 years old</b>	<b>50 hours</b>
<b>16 years old</b>	<b>midnight</b>	<b>7 AM</b>	<b>OSHA</b>	<b>3 hours</b>
<b>Maine Dept. of Labor</b>	<b>17 years old</b>	<b>work in a bowling alley</b>	<b>28 hours</b>	<b>10 PM</b>

# Child Labor Law BINGO

<b>3 hours</b>	<b>heavy lifting</b>	<b>midnight</b>	<b>safe &amp; healthy workplace</b>	<b>18 hours</b>
<b>6 hours</b>	<b>18 years old</b>	<b>slippery floors</b>	<b>follow safety rules</b>	<b>16 years old</b>
<b>work in freezers</b>	<b>10 PM</b>	<b>6 days</b>	<b>Maine Dept. of Labor</b>	<b>report hazards</b>
<b>roofing</b>	<b>11 PM</b>	<b>7 PM</b>	<b>5 AM</b>	<b>50 hours</b>
<b>20 hours</b>	<b>17 years old</b>	<b>deliver newspapers</b>	<b>drive a forklift</b>	<b>7 AM</b>

# Child Labor Law BINGO

<b>16 years old</b>	<b>load trucks</b>	<b>3 hours</b>	<b>40 hours</b>	<b>6 hours</b>
<b>OSHA</b>	<b>14 years old</b>	<b>18 years old</b>	<b>use a forklift</b>	<b>18 hours</b>
<b>7 AM</b>	<b>work at soda fountain</b>	<b>6 days</b>	<b>Maine Dept. of Labor</b>	<b>chemicals</b>
<b>know your rights</b>	<b>11 PM</b>	<b>midnight</b>	<b>21 years old</b>	<b>noise</b>
<b>20 hours</b>	<b>17 hours</b>	<b>48 hours</b>	<b>5 AM</b>	<b>SafetyWorks!</b>

# Child Labor Law BINGO

<b>10 hours</b>	<b>16 years old</b>	<b>20 hours</b>	<b>3 hours</b>	<b>7 AM</b>
<b>18 hours</b>	<b>work in an office</b>	<b>safe &amp; healthy workplace</b>	<b>50 hours</b>	<b>use a box crusher</b>
<b>9 PM</b>	<b>work in a bowling alley</b>	<b>know your rights</b>	<b>heavy lifting</b>	<b>midnight</b>
<b>40 hours</b>	<b>SafetyWorks!</b>	<b>4 hours</b>	<b>5 AM</b>	<b>slippery floors</b>
<b>7 PM</b>	<b>follow safety rules</b>	<b>Maine Dept. of Labor</b>	<b>18 years old</b>	<b>28 hours</b>

# Child Labor Law BINGO

<b>SafetyWorks!</b>	<b>14 years old</b>	<b>18 years old</b>	<b>know your rights</b>	<b>18 hours</b>
<b>5 AM</b>	<b>midnight</b>	<b>7 AM</b>	<b>10 PM</b>	<b>work in an office</b>
<b>3 hours</b>	<b>use a box crusher</b>	<b>slippery floors</b>	<b>OSHA</b>	<b>report hazards</b>
<b>ask questions</b>	<b>40 hours</b>	<b>16 years old</b>	<b>knives</b>	<b>7 PM</b>
<b>20 hours</b>	<b>17 years old</b>	<b>10 PM</b>	<b>6 hours</b>	<b>Maine Dept. of Labor</b>



# Child Labor Law BINGO

<b>3 hours</b>	<b>18 hours</b>	<b>OSHA</b>	<b>midnight</b>	<b>6 days</b>
<b>16 years old</b>	<b>4 hours</b>	<b>SafetyWorks!</b>	<b>18 years old</b>	<b>report hazards</b>
<b>safe &amp; healthy workplace</b>	<b>work in freezers</b>	<b>Maine Dept. of Labor</b>	<b>5 AM</b>	<b>noise</b>
<b>50 hours</b>	<b>11 PM</b>	<b>7 PM</b>	<b>roofing</b>	<b>10 PM</b>
<b>deliver newspapers</b>	<b>7 AM</b>	<b>drive a forklift</b>	<b>20 hours</b>	<b>heavy lifting</b>

# Child Labor Law BINGO

<b>work at a soda fountain</b>	<b>50 hours</b>	<b>18 hours</b>	<b>work in a bowling alley</b>	<b>roofing</b>
<b>7 AM</b>	<b>16 years old</b>	<b>4 hours</b>	<b>midnight</b>	<b>SafetyWorks!</b>
<b>drive a forklift</b>	<b>safe &amp; healthy workplace</b>	<b>Maine Dept. of Labor</b>	<b>9 PM</b>	<b>report hazards</b>
<b>know your rights</b>	<b>10 PM</b>	<b>18 years old</b>	<b>slippery floors</b>	<b>20 hours</b>
<b>heavy lifting</b>	<b>3 hours</b>	<b>OSHA</b>	<b>office work</b>	<b>5 AM</b>

# Child Labor Law BINGO

<b>50 hours</b>	<b>ask questions</b>	<b>7 PM</b>	<b>roofing</b>	<b>18 hours</b>
<b>6 hours</b>	<b>midnight</b>	<b>7 AM</b>	<b>40 hours</b>	<b>16 years old</b>
<b>10 PM</b>	<b>work in an office</b>	<b>drive a forklift</b>	<b>Maine Dept. of Labor</b>	<b>know your rights</b>
<b>heavy lifting</b>	<b>9 PM</b>	<b>6 days</b>	<b>slippery floors</b>	<b>18 years old</b>
<b>20 hours</b>	<b>17 years old</b>	<b>3 hours</b>	<b>SafetyWorks!</b>	<b>OSHA</b>

# Child Labor Law BINGO

<b>3 hours</b>	<b>SafetyWorks!</b>	<b>18 years old</b>	<b>roofing</b>	<b>18 hours</b>
<b>6 days</b>	<b>midnight</b>	<b>7 AM</b>	<b>OSHA</b>	<b>16 years old</b>
<b>office work</b>	<b>10 PM</b>	<b>know your rights</b>	<b>slippery floors</b>	<b>safe &amp; healthy workplace</b>
<b>chemicals</b>	<b>10 PM</b>	<b>7 PM</b>	<b>use a box crusher</b>	<b>28 hours</b>
<b>20 hours</b>	<b>16 years old</b>	<b>work at a soda fountain</b>	<b>7 AM</b>	<b>5 AM</b>

# Child Labor Law BINGO

<b>50 hours</b>	<b>safe &amp; healthy workplace</b>	<b>18 years old</b>	<b>roofing</b>	<b>3 hours</b>
<b>7 AM</b>	<b>load trucks</b>	<b>7 AM</b>	<b>7 PM</b>	<b>16 years old</b>
<b>work on a ladder</b>	<b>10 PM</b>	<b>18 hours</b>	<b>OSHA</b>	<b>follow safety rules</b>
<b>hot surfaces</b>	<b>20 hours</b>	<b>40 hours</b>	<b>heavy lifting</b>	<b>midnight</b>
<b>20 hours</b>	<b>SafetyWorks!</b>	<b>work in a bowling alley</b>	<b>6 days</b>	<b>noise</b>

# Child Labor Law BINGO

<b>OSHA</b>	<b>SafetyWorks!</b>	<b>18 years old</b>	<b>9 PM</b>	<b>18 hours</b>
<b>6 days</b>	<b>50 hours</b>	<b>4 hours</b>	<b>follow safety rules</b>	<b>16 years old</b>
<b>office work</b>	<b>10 PM</b>	<b>load trucks</b>	<b>Maine Dept. of Labor</b>	<b>40 hours</b>
<b>deliver newspaper</b>	<b>safe &amp; healthy workplace</b>	<b>7 PM</b>	<b>use a forklift</b>	<b>3 hours</b>
<b>7 AM</b>	<b>20 hours</b>	<b>midnight</b>	<b>know your rights</b>	<b>chemicals</b>

# Child Labor Law BINGO

<b>20 hours</b>	<b>10 PM</b>	<b>18 years old</b>	<b>use a box crusher</b>	<b>18 hours</b>
<b>6 days</b>	<b>safe &amp; healthy workplace</b>	<b>Maine Dept. of Labor</b>	<b>report hazards</b>	<b>3 hours</b>
<b>work in a freezer</b>	<b>deliver newspapers</b>	<b>40 hours</b>	<b>follow safety rules</b>	<b>slippery floors</b>
<b>chemicals</b>	<b>10 PM</b>	<b>be a roofer</b>	<b>SafetyWorks!</b>	<b>50 hours</b>
<b>20 hours</b>	<b>8 hours</b>	<b>midnight</b>	<b>7 AM</b>	<b>16 years old</b>

# **Do You Work?**

## **A Guide for Working Teens**

### **Are You Working Now or Looking for a Job?**

Approximately 80% of teenagers have had a job by the time they graduate from high school. While work has many benefits, it also has risks.

### **Nearly 200,000 teens in the U.S. are injured on the job every year.**

120 or more Maine teens are injured badly enough to lose time from work each year. Maine and federal child labor laws are in place to protect you on the job and to make sure that work doesn't interfere with your education. Here are some of the things you should know.

### **Can I do ANY kind of work? NO!**

Labor laws protect teens from doing dangerous work.

### **In Maine, no one under 18 years old may do work that involves:**

- Driving a vehicle or forklift
- Using meat slicers or power-driven bakery machines
- Serving or selling alcoholic beverages (17 year-olds can serve or sell liquor if supervised by someone 21 or older.)
- Using a circular saw, band saw, guillotine shears, or a box crusher
- Using power-driven, woodworking machines
- Working in wrecking, demolition, ship breaking, or excavation
- Exposure to radioactive substance
- Using power-driven paper-products machines
- Using power-driven metal-forming, punching, or shearing machines
- Manufacturing brick, tile, or kindred products
- Manufacturing explosives or storing explosives
- Mining, logging, or sawmilling
- Using a power-driven hoisting apparatus
- Slaughtering, packing, or processing meat
- Roofing or railway operations
- Working in foundries or around blast furnaces
- Manufacturing hazardous products such as phosphorous matches
- Working as a firefighter or engineer on a boat
- Working alone in a cash-based business

NOTE: This is not a complete list and there are some exceptions. Rules differ for farmwork. The Maine Department of Labor can give you more information. Call toll-free 1-877-SAFE-345.



**No one under 16 years old may do work that involves:**

- Any work in a manufacturing facility (e.g. factory)\*
- Operating any power-driven machinery (except machines in offices, retail stores, and food service, and gasoline pumps)
- Cooking (except at soda fountains, lunch counters, snack bars, or cafeteria serving counters) or baking
- Working in freezers or meat coolers
- Working in construction, transportation, communications, or public utilities
- Working in warehouses (except clerical)
- Loading or unloading trucks, railroad cars, or conveyors
- Working on ladders or scaffolds
- Washing windows in a public or commercial building if the window sill is more than 10 feet above the ground
- Laundering in a commercial laundry or dry cleaning establishment
- Working in a pool room, billiard room, or bowling alley
- Working as a public messenger or chambermaid
- Any processing operations (as in meat, fish, or poultry processing or cracking nuts)\*
- Working in a hotel or motel (except 15 year-olds also can work in the office, lobby, kitchen or dining room)
- Any mining
- Working around boilers or in engine rooms
- Doing industrial homework
- Handling, serving or selling alcoholic beverages. (15 year-olds can handle liquor (stocking and carrying, for example, but not serve or sell it
- Any of the occupations prohibited for all minors under the age of 18
- Any work that the Maine Department of Labor determines to be dangerous to the health and well-being of minors

\*Except in office, retail, customer service/sales areas, in a separate room away from manufacturing or processing operations, or outside in nonhazardous work on the grounds.

**Persons under 14 may not work.** There are a few exceptions to this, e.g. as news carriers, on farms, and in entertainment.

NOTE: This is not a complete list and there are some exceptions. Rules differ for farmwork. The Maine Department of Labor can give you more information. Call toll-free 1-877-SAFE-345.

## **Hours of Work**

Labor laws protect teens from working too long, too late or too early. There are some exceptions to the hours listed. Call the Maine Department of Labor at 1-877-SAFE-345 for details.

### **Legal Work Hours for 14 and 15 year Olds**

#### **Work Hours**

- Not before 7 A.M. or after 7 P.M. during the school year
- Not during school hours
- Between 7 A.M. and 9 P.M. in summer

#### **Maximum Hours when School is in Session**

- 18 hours a week
- 3 hours a day on school days, including Fridays
- No more than 6 days in a row

#### **Maximum Hours When School is Not in Session**

- 40 hours a week
- 8 hours a day
- No more than 6 days in a row

### **Legal Work Hours for 16 and 17 Year-Olds (enrolled in school, including home-schoolers)**

#### **Work Hours**

- Not before 7 A.M. on a school day
- Not before 5 A.M. on a non-school day
- Not after 10 P.M. the night before a school day
- Not after midnight on a day that does not precede a school day
- Not during school hours if you're under 17

#### **Maximum Hours When School is in Session**

- 20 hours a week
- 28 hours in a week with unscheduled school closure (such as snow days)
- 4 hours a day on a school day
- 8 hours a day on last day of school week or an unscheduled school closure day
- No more than 6 days in a row

#### **Maximum Hours When School is Not in Session**

- 50 hours a week
- 10 hours a day
- No more than 6 days in a row

## **Work Permits**

**If you are under 16, you must get a work permit before you begin a new job.**

You must get a new permit every time you begin a new job until you become 16 years old. You can have only one permit during the school year, two in summer. If you are under 16, you must have a work permit even if you are no longer attending school. Check with the school department in your town to find out where to get a work permit. Your high school guidance counselor or job placement coordinator may also be of help.

## **Steps for Getting a Work Permit**

1. You need an employer to offer you a job first.
2. To apply for the permit, go to the Superintendent's Office with proof of your age. Ask your parent or guardian to come with you to sign the permit. If your parent or guardian cannot come with you, ask them for a signed note that says it's okay with them for you to get the permit. Bring the note with you to the Superintendent's Office.

## **Hazards at Work**

### **What hazards might I find at work?**

Most jobs have hazards—things that can hurt you or make you sick. It is important to be aware of hazards in a workplace and to speak up when you have a concern. Examples of workplace hazards are: slippery floors, hot surfaces, chemicals, noise, unguarded machinery, knives, tools and equipment, repetitive motion, heavy lifting, and stress.

### **What if I get hurt at work?**

You should tell your employer as quickly as possible about your injury and get medical treatment. Under the Maine Workers' Compensation Law, you are entitled to receive medical treatment for a work-related injury at no charge. If you miss seven or more days of work because of the injury, you may also be entitled to receive 80% of your wages while you are out of work.

## **Rights and Responsibilities**

### **What are my rights at work?**

*By law your employer must provide:*

- A safe and healthful workplace
- Information and training about hazards at work, including the chemicals you use at work.
- At least the minimum wage: \$5.15 per hour. For workers who receive tips: \$2.58 per hour, as long as your total wage including tips is at least \$5.15 per hour.
- Payment for all hours worked. You are entitled to 1.5 times your pay for each hour over 40 that you work in a week in most businesses.
- Payment for medical care if you get hurt or sick because of your job. You may also be entitled to lost wages.

*You are also have a right to:*

- Express your concerns about health and safety.
- File a complaint with OSHA about health and safety problems.
- Work without racial or sexual harassment.
- Join or organize a union.
- Refuse to work if the job is immediately dangerous to your life or health.
- Not be fired for speaking up about health and safety concerns.

### **What are my responsibilities?**

- Know your rights.
- Comply with workplace safety rules and instructions.
- Use safety equipment and protective clothing (when required).
- Keep work areas clean and neat. This promotes safety.
- Know what to do in an emergency.
- Report any injury or hazard to your supervisor.

## **Agencies and Organizations**

### **For questions about wages or the child labor laws, call:**

- Maine Department of Labor, Bureau of Labor Standards, Wage and Hour Division (enforces state child labor laws), 207-624-6410, TTY 1-800-794-1110. web site: <http://janus.state.me.us/labor/blsmain.htm>
- U.S. Department of Labor, Wage and Hour Division (enforces federal child labor laws) 207-780-3344 or 207-945-0330. web site: <http://www.dol.gov>

### **For questions about workplace health and safety, call:**

- SafetyWorks!, Maine Department of Labor. 207-624-6400 or 1-877-SAFE-345, TTY: 1-800-794-1110  
web site: <http://janus.state.me.us/labor/blsmain.htm>
- Occupational Safety and Health Administration (OSHA)
  - Portland office - 207-780-3178
  - Bangor office - 207-941-8177web site: <http://www.osha.gov>
- Young Worker Safety and Health Network  
web site: <http://www.stw.ed.gov/youngworkers/index.htm>

### **For questions about discrimination at work, call:**

- Maine Human Rights Commission, 207-624-6050
- U.S. Equal Employment Opportunity Commission (EEOC), 617-565-3200 or 1-800-669-4000

### **For questions about workers' compensation, call:**

Maine Workers' Compensation Board, 207-287-2308

#### **Local Offices:**

- Augusta - 1-800-400-6854
  - Caribou - 1-800-400-6855
  - Bangor - 1-800-400-6856
  - Lewiston - 1-800-400-6857
  - Portland - 1-800-400-6858
- web site:
- <http://janus.state.me.us/wcb/>

Visit the Safeteen web site at <http://www.Safeteen.org>

# **Unit 3:**

## **Creating Safe and Healthful Work Environments**

### **Learning Objectives**

**Students will accomplish the following:**

- ✓ Identify strategies for controlling hazards and preventing workplace injuries or illnesses
- ✓ Name one example for each strategy for controlling hazards
- ✓ Explain procedure for reporting workplace injuries and safety or health problems
- ✓ Describe one possible approach to use to speak to supervisors about workplace problems
- ✓ Evaluate one approach and explain the possible consequences

# **Activity 3-A:**

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## **Prevention Strategies (30-40 minutes)**

Students work together as safety committees to select various strategies that would prevent the injuries described in a real-life scenario. The game encourages students to think about the many ways to create a safe workplace, requiring students to think of strategies involving engineering changes, work rules and procedures, personal protective equipment, and speaking up.

### **Instructor Preparation**

- ✓ Activity time: 30-40 minutes
- ✓ Read *Prevention Strategies—Methods for Controlling Hazards*.
- ✓ Read *Scenarios and Prevention Strategies—Instructor Sheet*, p. 3-16

### **Materials Needed**

- *Prevention Strategies—Methods for Controlling Hazards*—one copy per student.
- *Scenarios and Prevention Strategies—Instructor Sheet*
- Instructor copy of the 10 scenarios and answers.
- Copies of the individual scenario sheets (either one per group or one per student)
- Pens or pencils
- Overhead projector (optional) for practice run.  
(Instead of projecting practice scenario sheet, can hand a copy out to each student.)

### **Procedures**

#### **Provide Background Information**

Explain that during the next 30-40 minutes the class will learn about ways to reduce hazards in the workplace in order to prevent injuries and illnesses. Explain that there are many ways to reduce or eliminate hazards. Hand out the sheet *Prevention Strategies: Methods for Controlling Hazards*. Discuss the different methods.

Tell students that while engineering controls are the best, often a combination of strategies is needed to reduce hazards and prevent injuries and illnesses. Explain that injuries are not accidents. Injuries can be prevented. However, they cannot be prevented just by workers being more careful or watching what they are doing more closely.

Explain that employers have a legal responsibility to create safe and healthful workplaces. This includes making sure that job tasks are appropriate for the workers, that tasks are not too strenuous, and that workers are well trained to do their tasks safely. Creating a safe and healthful workplace includes making sure that machines are maintained and have safety guards, that workplaces are set up to avoid injuries and that employees know what to do in the event something goes wrong. It also includes using the safest chemicals possible and limiting exposure to chemical products.

Tell students the next activity will help them plan prevention strategies.

### **Set the Scene**

Tell students that for this activity they will be members of the safety committee for their workplace. The safety committee is meeting to make recommendations in order to make the workplace safe and prevent injuries and illnesses.

Tell students they will work in their safety committees to make recommendations for making work safer for teens in real-life situations.

Each committee will choose a recorder, who will take notes, and a spokesperson, who will present the scenario and the committee's recommendations.

### **Do a Practice**

Show as overhead (or hand out copies of) *Make the Job Safer for Jamie*. Read the scenario. Remind students they are the safety committee and their job is to make recommendations to prevent this type of injury from happening again. Ask for ideas on how to control the hazards and which type of prevention strategy each idea falls under.

After you have several suggestions, ask the class to decide which strategies they think will work best. Remind the students to keep in mind that engineering controls, where possible, are the best choice because they permanently remove the hazard. Also remind them that a combination of strategies often works best.

If the students' recommendations don't include the ones on your Instructor Sheet for Jamie, encourage the class in that direction.

### **Assign Committees**

- Divide the class into safety committees, 3-5 students per committee.
- Tell the students each committee will get one real-life situation to work on. One person should read the scenario out loud. Everyone should discuss the scenario, come up with possible strategies, and then decide which of the strategies they would recommend. They should write down their final recommendations (including which type of strategies they are).
- Tell them to choose a recorder to take notes and a spokesperson, who will present the situation and the committee's recommendations to the entire class.
- Assign each committee a scenario and hand each student a copy of *Make the Job Safer for ...* for their committee's scenario.

Tell the students they have 10 minutes to discuss the scenario and write down their recommendations. The recommendations should be changes they think might actually prevent the injury from happening again. Tell students to try to come up with recommendations for all four of the prevention strategies. (Review prevention strategies if needed.) Remind students that engineering controls are the top choice and that a combination of strategies often works best.

### **Report Back**

Reconvene the whole class and ask the committees to take turns reading their scenario and explaining their recommendations for prevention strategies. If the students' recommendations don't include the ones on your Instructor Sheet for that scenario, encourage the students in that direction.

Students from other committees may make other suggestions and a discussion follow.

The following questions may be used to guide the discussions:

- Why did the committee decide these were the best recommendations?
- Why are engineering controls better than personal protective equipment in this situation?
- How could speaking up help prevent this injury?



# **Prevention Strategies:**

## **Methods for Controlling Hazards**

### **Engineering Controls**

The best way to correct hazardous situations is to engineer the problem out — that is, use equipment to make it safer. Because they are permanent solutions, engineering controls are the first choice, the best choice.

Here are a few ways to use permanent equipment to make work safer:

1. Change the way work is done — Use safer equipment, materials, and processes.
2. Keep the hazard away from workers by enclosing it, guarding it, or putting it at a distance.
3. Improve air circulation and ventilation.

### **Work Rules and Procedures**

Sometimes it is not possible to engineer out the hazard. Changing the rules, the way you do the job, can control hazards, but only if workers use the safe ways of working. Some safety rules require training before someone is allowed to do a dangerous task. Changing tasks from time to time and having shorter work shifts are other ways to reduce exposure to hazards. Working with a buddy can make some jobs safer.

### **Personal Protective Equipment (PPE)**

PPE includes equipment workers wear to reduce exposure to hazards, like ear plugs or muffs, goggles, gloves, hardhats, steel-toed shoes or respirators. Use PPE only when the hazard can't be engineered out permanently or eliminated by changing the way you do the job. Remember, the best way to prevent injuries and illnesses is to remove the hazards permanently.

### **Speaking Up**

Speaking up about workplace hazards can help prevent injuries. Speaking up means asking questions, reporting hazards and injuries, talking to your supervisor about safety concerns, and asserting your rights under the law. Before you speak, it's important to think about the most effective way to express yourself.

(Adapted from *Occupational Safety and Health in Education and the Workplace*, Maine Department of Labor, Maine Department of Education, and Curriculum Resource Center of Maine)



# Make the Job Safer for JAMIE

Jamie is a 17 year-old dietary aide in a hospital. To clean cooking pans she soaks them in a powerful chemical solution. She uses gloves to protect her hands and arms. One day, as Jamie was lifting three large pans out of the chemical solution at once, the pans slipped out of her hands and back into the solution, which splashed all over the side of her face and into her right eye. She was blind in that eye for two weeks.

You are the safety committee. You are meeting to decide on strategies to prevent an injury like this from happening again. Write down all your ideas for ways to make this job safer:

Select the best strategies from your list. What are your final recommendations?

**ENGINEERING CONTROLS:**

**WORK RULES:**

**PERSONAL PROTECTIVE EQUIPMENT:**

**SPEAKING UP:**



# Make the Job Safer for ANDY

Andy is a 17 year-old employee in a pizza shop. To make pizzas, he starts by putting dough through an electric dough roller to roll out the crust. One day, the dough got stuck in the machine. Andy tried to push it through with his hand but his hand got caught between the two rubber rollers, crushing two fingers on his left hand.

You are the safety committee. You are meeting to decide on strategies to prevent an injury like this from happening again. Write down all your ideas for ways to make this job safer:

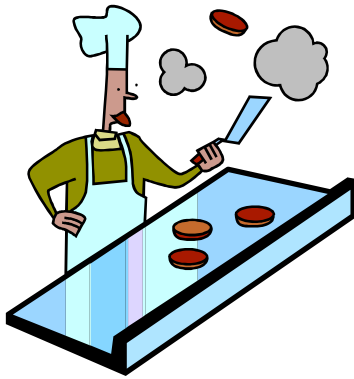
Select the best strategies from your list. What are your final recommendations?

**ENGINEERING CONTROLS:**

**WORK RULES:**

**PERSONAL PROTECTIVE EQUIPMENT:**

**SPEAKING UP:**



# Make the Job Safer for BILLY

Billy is a 16 year-old worker in a fast food restaurant. One day, while walking toward the grill, Billy slipped on grease which had splattered onto the floor. To catch his fall, he tried to grab onto a bar near the grill, but missed it and put his hand onto the hot grill instead. He suffered second degree burns on the palm of his hand.

You are the safety committee. You are meeting to decide on strategies to prevent an injury like this from happening again. Write down all your ideas for ways to make this job safer:

Select the best strategies from your list. What are your final recommendations?

**ENGINEERING CONTROLS:**

**WORK RULES:**

**PERSONAL PROTECTIVE EQUIPMENT:**

**SPEAKING UP:**



# Make the Job Safer for MONIQUE

Monique is a 15-year-old worker in a fast food restaurant. One day, Monique was moving the french fry basket from the hot oil to the drying bin. She didn't realize that a coworker was crouching behind her getting napkins out of the storage cabinet, which is located just below the fryolator. As Monique turned around, she bumped into her coworker, spilling hot grease onto both of them.

You are the safety committee. You are meeting to decide on strategies to prevent an injury like this from happening again. Write down all your ideas for ways to make this job safer:

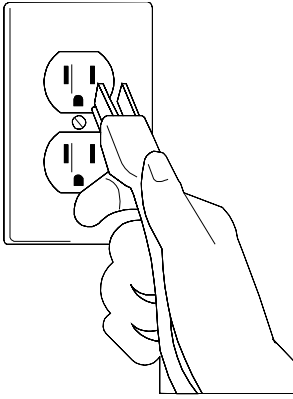
Select the best strategies from your list. What are your final recommendations?

**ENGINEERING CONTROLS:**

**WORK RULES:**

**PERSONAL PROTECTIVE EQUIPMENT:**

**SPEAKING UP:**



# Make the Job Safer for MOLLIE

Mollie is a 16-year-old employee at a grocery store. Mollie thought that the meat slicer was turned off before she began to clean it, but just as she started to clean the blades, the blades moved. The machine cut a finger on Mollie's left hand all the way to the bone, and also broke her finger with the force.

You are the safety committee. You are meeting to decide on strategies to prevent an injury like this from happening again. Write down all your ideas for ways to make this job safer:

Select the best strategies from your list. What are your final recommendations?

**ENGINEERING CONTROLS:**

**WORK RULES:**

**PERSONAL PROTECTIVE EQUIPMENT:**

**SPEAKING UP:**



# Make the Job Safer for STEPHEN

Stephen is a 17 year-old employee in a grocery store. One day, when he was loading 40-pound boxes onto shelves, he suddenly felt a sharp pain in his lower back. He had to stay out of work for a week to recover, and his back still hurts sometimes.

You are the safety committee. You are meeting to decide on strategies to prevent an injury like this from happening again. Write down all your ideas for ways to make this job safer:

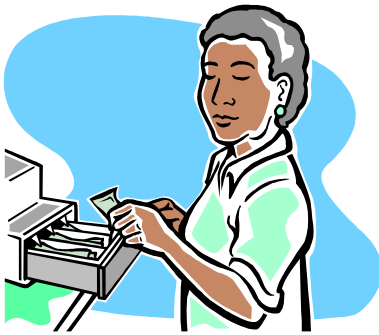
Select the best strategies from your list. What are your final recommendations?

**ENGINEERING CONTROLS:**

**WORK RULES:**

**PERSONAL PROTECTIVE EQUIPMENT:**

**SPEAKING UP:**



# Make the Job Safer for SEAN

Sean is a 17-year-old cashier who works about 40 hours a week at a large discount retail store. Lately it seems that he is always being yelled at by customers. When the boss gets involved, he always says the customer is right, which makes Sean angry. His boss is also always on him to work faster and ring up purchases more quickly. Not only is Sean feeling stressed out all the time, he is also starting to feel some pain in his wrist from working the cash register.

You are the safety committee. You are meeting to decide on strategies to prevent an injury like this from happening again. Write down all your ideas for ways to make this job safer:

Select the best strategies from your list. What are your final recommendations?

**ENGINEERING CONTROLS:**

**WORK RULES:**

**PERSONAL PROTECTIVE EQUIPMENT:**

**SPEAKING UP:**





# Make the Job Safer for TANYA

Tanya is a 15-year-old worker for a summer cleanup corps which was cleaning up city beaches. One day while she was picking up trash, her hand was stuck with a hypodermic needle. She was later tested and diagnosed with hepatitis B virus.

You are the safety committee. You are meeting to decide on strategies to prevent an injury like this from happening again. Write down all your ideas for ways to make this job safer:

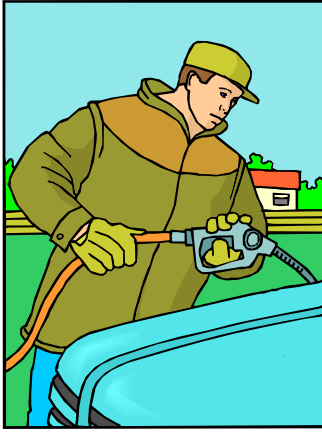
Select the best strategies from your list. What are your final recommendations?

**ENGINEERING CONTROLS:**

**WORK RULES:**

**PERSONAL PROTECTIVE EQUIPMENT:**

**SPEAKING UP:**



# Make the Job Safer for REGGIE

Reggie is a 16 year old gas station attendant. One very cold winter night, his fingers and toes started to feel cold and later became numb. He worked four more hours until the end of his shift at 11:00 p.m. He went home but woke up in the middle of the night and couldn't feel his fingers or his toes. He had second- and third-degree frostbite on all his fingers and on three of his toes.

You are the safety committee. You are meeting to decide on strategies to prevent an injury like this from happening again. Write down all your ideas for ways to make this job safer:

Select the best strategies from your list. What are your final recommendations?

**ENGINEERING CONTROLS:**

**WORK RULES:**

**PERSONAL PROTECTIVE EQUIPMENT:**

**SPEAKING UP:**



# Make the Job Safer for JAMES

James is a 17-year-old employee at a city public works department. One hot afternoon (it was 92 degrees outside) while James was weeding an overgrown lot, he started to feel dizzy and disoriented, and then fainted due to the heat.

You are the safety committee. You are meeting to decide on strategies to prevent an injury like this from happening again. Write down all your ideas for ways to make this job safer:

Select the best strategies from your list. What are your final recommendations?

**ENGINEERING CONTROLS:**

**WORK RULES:**

**PERSONAL PROTECTIVE EQUIPMENT:**

**SPEAKING UP:**

# Scenarios and Prevention Strategies

## Instructor Sheet

### JAMIE

Jamie is a 17 year-old dietary aide in a hospital. To clean cooking pans she soaks them in a powerful chemical solution. She uses gloves to protect her hands and arms. One day, as Jamie was lifting three large pans out of the chemical solution at once, the pans slipped out of her hands and back into the solution, which splashed all over the side of her face and into her right eye. She was blind in that eye for two weeks.

**Engineer the Hazard Out:** Substitute a safer cleaning product; Use disposable pans

**Work Rules and Procedures:** Training about the chemicals and how to protect herself; Clean one pan at a time

**Personal Protective Equipment:** Goggles

**Speaking Up:** Ask supervisor for information about chemicals she was using

### ANDY

Andy is a 17 year-old employee in a pizza shop. To make pizzas, he starts by putting dough through an electric dough roller to roll out the crust. One day, the dough got stuck in the machine. Andy tried to push it through with his hand but his hand got caught between the two rubber rollers, crushing two fingers on his left hand.

**Engineer the Hazard Out:** Automatic shut-off on machine so it shuts off if something other than dough gets into it.

**Work Rules and Procedures:** Unplug machine before pushing dough through; Training on what to do if dough gets stuck.

**Personal Protective Equipment:** None

**Speaking Up:** Ask for help when dough got stuck.

### BILLY

Billy is a 16 year-old worker in a fast food restaurant. One day, while walking toward the grill, Billy slipped on grease which had splattered onto the floor. To catch his fall, he tried to grab onto a bar near the grill, but missed it and put his hand onto the hot grill instead. He suffered second degree burns on the palm of his hand.

**Engineer the Hazard Out:** Design grill so that bar is not so close to the grill; Put shield on grill to keep grease from splattering on floor; Put cover on fry basket so grease won't splatter out.

**Work Rules and Procedures:** Teach employees to immediately mop up grease; Design traffic flow so employees don't walk past grill.

**Personal Protective Equipment:** Gloves and nonskid shoes.

**Speaking Up:** Ask someone to clean up the grease.

## **MONIQUE**

Monique is a 15 year-old worker in a fast food restaurant. One day, Monique was moving the french fry basket from the hot oil to the drying bin. She didn't realize that a coworker was crouching behind her getting napkins out of the storage cabinet, which is located just below the fryolator. As Monique turned around, she bumped into her coworker, spilling hot grease onto both of them.

**Engineer the Hazard Out:** Move the storage bin away from the grill; Cover on fry basket so grease won't splatter out; Move the drying bin next to the fryolator so don't have to move basket so far.

**Work Rules and Procedures:** Make sure no one else is in areas when operating fryolator.

**Personal Protective Equipment:** None

**Speaking Up:** Announce that she was carrying grease before moving.

## **MOLLIE**

Mollie is a 16 year old employee at a grocery store. Mollie thought that the meat slicer was turned off before she began to clean it, but just as she started to clean the blades, the blades moved. The machine cut a finger on Mollie's left hand all the way to the bone, and also broke her finger with the force.

**Engineer the Hazard Out:** Guard on machine to protect fingers from the blade; Automatic shut-off on machine.

**Work Rules and Procedures:** Unplug machine before cleaning; No one under 18 uses machine

**Personal Protective Equipment:** Cut-resistant gloves.

**Speaking Up:** Tell supervisor she is not allowed to clean meat slicer, under child labor laws; Ask for help in cleaning machine

## **STEPHEN**

Stephen is a 17 year-old employee in a grocery store. One day, when he was loading 40-pound boxes onto shelves, he suddenly felt a sharp pain in his lower back. He had to stay out of work for a week to recover, and his back still hurts sometimes.

**Engineer the Hazard Out:** Use mechanical lifting device.

**Work Rules and Procedures:** Assign 2 people to do the job; Training in lifting; pack boxes with less weight; Enforce policy that teens under 18 can't lift more than 30 pounds.

**Personal Protective Equipment:** Back brace for lifting (although whether this really helps is not clear).

**Speaking Up:** Ask for help lifting the boxes.

## **SEAN**

Sean is a 17 year-old cashier who works about 40 hours a week at a large discount retail store. Lately it seems that he is always being yelled at by customers. When the boss gets involved, he always says the customer is right, which makes Sean angry. His boss is also always on him to work faster and ring up purchases more quickly. Not only is Sean feeling stressed out all the time, he is also starting to feel some pain in his wrist from working the cash register.

**Engineer the Hazard Out:** Change design of cash register to allow more comfortable position.

**Work Rules and Procedures:** Frequent breaks; Training on how to deal with angry customers; alternate types of work.

**Personal Protective Equipment:** Wrist supports, but only if prescribed by a doctor.

**Speaking Up:** Tell supervisor the effect working fast has on his wrists; Tell supervisor how it felt to be yelled at by customers and not supported.

## **REGGIE**

Reggie is a 16 year-old gas station attendant. One very cold winter night, his fingers and toes started to feel cold and later became numb. He worked four more hours until the end of his shift at 11:00 PM. He went home but woke up in the middle of the night and couldn't feel his fingers or his toes. He had second- and third-degree frostbite on all his fingers and on three of his toes.

**Engineer the Hazard Out:** Warming lights near the gas islands.

**Work Rules and Procedures:** Limit time out in the cold; Training on dangers of working in the cold and dangers of frostbite; Place to go to warm up between filling gas tanks; Enforce child labor laws that prohibit working late at night.

**Personal Protective Equipment:** Warm hat and gloves.

**Speaking Up:** Tell supervisor he was cold and needed to warm up.

## **TANYA**

Tanya is a 15 year-old worker for a summer cleanup corps which was cleaning up city beaches. One day while she was picking up trash, her hand was stuck with a hypodermic needle. She was later tested and diagnosed with hepatitis B virus.

**Engineer the Hazard Out:** Rake or shovel trash into medical waste containers.

**Work Rules and Procedures:** Training on what to do whenever she found a needle; Use shovels, not hands, to pick up trash; Employees picking up trash should have hepatitis B vaccines; Policy that employees are not to touch needles; Supervisor should have looked over the areas before employees began working.

**Personal Protective Equipment:** Heavy work gloves.

**Speaking Up:** Report the needle stick immediately and go to emergency room for evaluation.

## **JAMES**

James is a 17 year-old employee at a city public works department. One hot afternoon (it was 92 degrees outside) while James was weeding an overgrown lot, he started to feel dizzy and disoriented, and then fainted due to the heat.

**Engineer the Hazard Out:** None

**Work Rules and Procedures:** Limit outdoor work on very hot days; Have cool place to go for break; Have plenty of water available; Training on symptoms of heat stress and how to keep from being overheated; Work in teams to watch one another for symptoms of overheating.

**Personal Protective Equipment:** Hat for shade

**Speaking Up:** Tell supervisor he was feeling overheated.

(Adapted from *Safe Work/Safe Workers*, Massachusetts Dept. of Public Health and Education Development Center, Inc.)

## Activity 3-B:

# Speaking Up to Resolve Problems at Work: Role Play

Working in small groups, students create dialogue for the characters in a role play that involves young workers approaching a boss about problems at work. Students are encouraged to clarify the problems, come up with goals, and raise concerns in an effective and appropriate manner.

### Instructor Preparation

- ✓ Read *Do You Work?: A Guide for Working Teens*
- ✓ Activity time: 45 minutes

### Materials Needed:

- Role play sheet: one copy per student
- *Do You Work?: A Guide for Working Teens* - one per student

### Procedures

#### Read the Play

- Ask four volunteers to read the parts in the role play to the class.

#### Divide the Class into Small Groups

- After students have read the play, divide the class into 2-5 small groups to come up with an ending to the play. Tell the small groups that they should be prepared to act out their endings for the rest of the class. Remind students that they should work together in their small groups to come up with a realistic dialogue for ending the role play. Note that when a problem arises at work, the employees should think through several steps. Summarize the following steps on the blackboard:

**NOTE:** Instructors may elect to have students write their own role play as a supplement to or substitute for the role play in this activity.

- **Clarify the issue and define your goal.** For example, It's difficult for me to lift heavy boxes; I've already hurt my back. My goal is to keep my job, but not be expected to lift heavy boxes. Plus, I'm not getting enough sleep or time for homework.
- **Know your rights.** For example: What are the child labor laws with regard to legal work hours?
- **Know how hazards can be reduced.** For example: How else could the boxes be lifted?
- **Determine who else you should consult with before approaching your boss.** For example: coworkers, your parents, or someone at school.
- **Approach the supervisor in a group, or alone if that seems appropriate.** Tell the supervisor how the problem is affecting you. Provide information. Offer suggestions for improvement.
- **If this fails, you may need to contact an outside agency for help.** For example, the Department of Labor.
- Suggest that when the students develop their role play, they consider each of these steps and, if possible, include the discussion in their dialogue.

### **Assign the Role of the Supervisor**

- Ask the person who read the part of Mr./Ms. Smith if he or she would like to continue to act as the supervisor for the small groups when they present their endings, or find another volunteer. Pull Mr./Ms. Smith out of the small group to meet with you separately. Alternatively, you or another adult could play the role of the supervisor.
- If a student plays the role of the supervisor, tell him/her to try to react to the small groups as realistically as possible and to consider how he/she is being approached and respond accordingly. For example, if the young workers are hostile, the supervisor will most likely respond similarly. If the young workers approach the supervisor in a polite way, providing information and making reasonable request, he/she will probably respond more positively.

### **Small Groups Meet (15 minutes) to plan what they will say to Mr./Ms. Smith**



Consider videotaping the students and using the tape for future discussions.

## Report Back

- Reconvene the whole class and ask the small groups to take turns acting out their different endings to the play. After all the groups have had a turn to present their endings, the class should compare, contrast, and evaluate the different approaches. The following questions may be used to guide this discussion:
  - **What did the workers hope to accomplish?**
  - **What did the workers do before approaching the supervisor? Did they find out what their rights are? Did they discuss ways to solve the problem? Who did they talk to before going to the employer?**
  - **When they met with the employer, what did they say and how did they say it?**
  - **Did they achieve the goal(s) they set at the beginning?**
  - **If not, what else should they do?**
  - **Why might you approach the employer as a group?** It is sometimes easier to approach the supervisor in a group or with one other person. It also demonstrates to the supervisor that the issues are of concern to many of the workers, not just one or two. It may be more difficult for the supervisor to dismiss the concerns of a group than of an individual. A group provides witnesses if the workers are trying to exercise their rights to a safe and healthful workplace, which may dissuade an abusive employer from taking negative actions.
  - **To the supervisor: What did you think of the group's approach?** If the answer is negative, ask the supervisor: What would have made you react more positively?
- Frequently students will say that they will just sue the employer to get what they want. It is important to point out that this is usually not a feasible option, because there are very limited circumstances under which an employee can sue his or her employer, and it costs money to do so. Employers are allowed to fire an employee for almost any reason (or for no reason). An exception to this is that an employee may not legally be fired for exercising his or her right to a safe workplace. If an employee gets hurt on the job, she or he is usually entitled to workers' compensation benefits, which cover medical expenses and some portion of his or her salary for a period of time. (Employees also cannot be fired for reasons of discrimination, but that is beyond the topic of this curriculum.)

**Summarize the activity by reviewing the following points:**

- Clarify the problem and your goals.
- Know your rights.
- Know how hazards can be reduced.
- Consult with others first when you have a problem (coworkers, parents, school counselors or other trusted adults).
- Tell the supervisor how the problem is affecting you. Be polite. Provide information. Make suggestions for how to improve the situation.
- If the above approaches don't work, contact an outside agency that can help protect your rights, for example, the Department of Labor.

(Adapted from *Safe Work/Safe Workers*, Massachusetts Dept. of Public Health and Education Development Center, Inc.)

# Role Play

**SCENE:** It's nighttime outside a super hardware store where several young people work. These young workers are responsible for stocking the shelves. James (16 years old), Pete (15 years old), and Maria (16 years old) are on break when Mr./Ms. Smith, the head supervisor, comes out to speak to them.

**MR./MS. SMITH:** After you break I want you three to finish stocking the shelves in your departments. They have to be finished before you leave tonight.

**PETE:** O.K.

**(MR./MS. Smith leaves)**

**MARIA:** Looks like another late night.

**PETE:** Man, I can't keep working until 11 or 12 every night. It's after 1 o'clock before I get to bed, then I have to be up at 6 the next morning to get to school. I'm falling asleep in class all the time.

**JAMES:** Me, too. I'm not going back there after break.

**PETE:** If you don't come back after break, you might get fired.

**MARIA:** Yeah, I don't know about just leaving, but I think the law says we aren't supposed to be working this late.

**JAMES:** There's another thing — all this lifting is killing my back. Moving all those boxes of nails and bolts from the floor to the top shelves is harder than it looks. I thought I was in shape, but I don't know...Maybe if I were stronger or taller...

**PETE:** Yeah, it's a problem for me, too.

**MARIA:** So what should we do, quit?

**PETE:** Forget it. I need this job. And, if we say anything to Mr./Ms. Smith, we might get fired.

**JAMES:** I don't know, maybe we should talk to Mr./Ms. Smith. But what would we say?

In your small group, decide what you will say to Mr. Smith and be prepared to act it out for the rest of the class.

**Background Information for Unit 3:**  
**Creating a Safe and Healthful Working Environment**

*Prevention Strategies: Methods for Controlling Hazards*

Refer to Background Information for Unit 1: *Hazards in Fast Food Restaurant, Hazards in the Grocery Store, Hazards in the Movie Theatre, and Hazards in The Office.*

Refer to Background Information for Unit 2: *Understanding Rights and Responsibilities for Safety on the Job.*

# ***Unit 4:*** ---

## **Additional Activities for Working Youth**

# **Activity 4-A:**

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## **Student-Worker Safety and Health Questionnaire**

Whether they are starting a new job or already working, teens need to know about safety hazards and protections at the places they work.

(Questionnaire adapted from *Health and Safety Awareness for Working Teens*, Washington State Department of Labor and Industries and University of Washington Department of Environmental Health)

### **Procedures**

- Explain that students have learned important general safety and health information in this course. When they have a job, they need to know specific information about the hazards and protections at their workplace.
- Before teens take their safety questions to their workplaces, it's important to discuss how and when to ask for the information they need. It is likely that some or all of the questions will be answered during the interview or orientation. If not, it's best to ask their supervisor, rather than a co-worker.
- Hand out *Questions for Young Workers to Ask*.

The following questions can help guide the discussion.

1. Why is it important to find out about the safety hazards and procedures at your workplace before you have a problem?
2. When do you think is a good time to ask questions about the safety program? What are the advantages and disadvantages of asking during the interview? Of waiting until orientation?
3. How do you think an employer might react if you ask about safety and health during the interview? Some employers say that if asked about safety and health during an interview, they might think the applicant is interested in getting hurt in order to get workers' compensation. On the other hand, an employer could be impressed with an applicant's interest in safety.

4. During a job interview, how could you talk about this safety course and what you have learned from it?
  5. Why is it a good idea to ask your supervisor for information on safety procedures rather than a co-worker? (It is your supervisor's responsibility to know the correct procedures and answer your questions. Co-workers may not know the correct procedures.)
- Instruct the students how you want them to complete the questions and when you will discuss their findings.

# Questions for Young Workers to Ask

*Every worker needs to know about the safety and health program where she or he works. Here are some things you need to know. You may learn them during your interview or during orientation. If not, ask your supervisor.*

1. What are the hazards of my job?
2. What are my health and safety responsibilities?
3. When will I receive training on any safety gear I'll need to use?
4. When will I receive training on any chemicals I'll need to use?
5. Who do I ask if I have a health or safety question?
6. What should I do if I see something I think is dangerous?
7. What should I do if I get hurt at work?



# **Activity 4-B:**

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## **Follow-up Class: What Could be Done?**

The follow-up class, held approximately four weeks after the course is completed, addresses all three units and serves several purposes. It:

- reinforces earlier learning
- addresses questions that arise for students in their work situations
- gives students opportunity to share their experiences
- serves as evaluation tool

### **Four Prevention Strategies**

- ✓ *Engineering Controls*
- ✓ *Work Rules and Procedures*
- ✓ *Personal Protective Equipment*
- ✓ *Speaking Up*

### **Procedure**

1. Each student lists three safety or health hazards from his/her work situation and identifies which he/she thinks is the most serious (i.e. most likely to cause injury, illness or death). Instructor writes the “most serious” hazards on flip charts, separating them into broad categories.
2. Group students in groups of 3-5, according to the broad categories of hazards identified. That is, students with similar “most serious” hazards are in the same group.
3. Each group develops a story based on the hazard, puts the story into the format provided, and addresses the questions.
4. The groups present their stories.

### **Materials Needed:**

- *What Could Be Done?* Student Handout—1 per student or 1 per group
- Pencils for students

# What Could Be Done?

## Student Handout

Make up a name for the worker \_\_\_\_\_

At what type of business does he/she work? \_\_\_\_\_

What is her/his job? \_\_\_\_\_

What hours does he/she work? \_\_\_\_\_

What was the most serious hazard he/she noticed? \_\_\_\_\_

What could be done to make it less likely that someone will get hurt as a result of this hazard?

1. What changes in equipment could eliminate the hazard?
2. What laws or rules could protect the person from this hazard?
3. What personal protective equipment does a worker need for protection against this hazard?
4. What could the worker say or do to reduce the risk of injury from this hazard? Who could she/he talk to and what would she/he say?

Decide which strategy or strategies would protect the worker the most.

Present your scenario and the most protective strategies to the whole class, teaching the class about the hazard and strategies.

# **Activity 4-C:**

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## **Worksite Safety Observation**

Educators use site visits to re-enforce safety and to evaluate the teen worker's application of safety teaching.

### **Material Needed:**

— *Student Safety Observation Form*

### **Procedures**

- Discuss safety with the student and supervisor.
- Observe the student on the job and record observations on *Student Safety Observation Form*.
- Discuss observations with student at your next meeting outside the workplace.
- Decide what, if any, changes need to be made and strategies for making the changes.

# Student Safety Observation Form

Student name:

Work location:

Supervisor:

Observer:

Date:

Description	Yes	No	Not Observed	Comments
Wears required safety gear				
Asks questions when doesn't know how to do the job safely				
Follows all safety rules and practices				
Does not engage in horseplay				
Follows good housekeeping practices				

General Comments and Observations

# **Alignment with Maine Learning Results**

## **Health and Physical Education**

### **Health Education**

#### **A. Health Concepts**

- Explain the relationship between healthy behaviors and the prevention of injury, illness, and disease.
- Analyze how the environment relates to personal health.
- Analyze the relationship between personal health practice and individual well-being.
- Evaluate the short- and long-term effects of risky behavior.
- Analyze how public health policies and laws influence health promotion and disease prevention.

#### **B. Health Information, Services and Products**

- Access school and community health services.
- Analyze various health problems and identify those that require professional health care services.

#### **C. Health Promotion and Risk Reduction**

- Develop injury prevention and response strategies for personal safety, including first aid.
- Analyze the extent to which individuals are responsible for enhancing health and safety in the community and workplace.
- Demonstrate strategies to avoid, change, and report unsafe situations.
- Design, implement, and evaluate a plan of stress management.

#### **D. Influences on Health**

- Evaluate the impact of technology on personal, family and community health.

#### **E. Communication Skills**

- Demonstrate the ability to work cooperatively as an advocate for healthy individuals, families, schools, and communities.

#### **F. Decision-Making and Goal Setting**

- Demonstrate various decision making strategies that can be used to address behaviors which lead to trouble.
- Predict the immediate and long-term impact of health decisions on the individual, family, and community.

### **Physical Education**

#### **A. Physical Fitness**

- Demonstrate appropriate stretching and warm up exercises that enhance the learning and performance of activities.

#### **B. Motor Skills**

- Create a safe environment for skill practice.
- Apply biomechanical concepts and principles.

#### **C. Personal and Social Interactions**

- Participate safely and cooperatively with others.
- Demonstrate appropriate etiquette, ways of interacting, care of equipment, and safety in the setting of an activity.
- Apply a decision-making process to their safety and that of others in activity settings.

## **Career Preparation**

### **Integrated and Applied Learning**

- Demonstrate an understanding of how humans change and adapt technology to their benefit.
- Use mathematical, scientific, and technological tools to design and apply solutions to a community problem.
- Demonstrate an understanding of workplace safety and human factors in the development of products, services or processes.
- Demonstrate how academic knowledge and skills are applied in the workplace and other settings.
- Select and apply appropriate technological resources and problem-solving strategies to real life situations using problem solving strategies in purposeful ways.

### **Preparing for the Future**

- Determine effective workplace behaviors and skills.
- Use teamwork strategies and apply communication and negotiation skills to decision making.
- Given a variety of case studies showing an individual's problems on the job, create possible solutions (e.g., a worker, who is often late, has conflicts with a supervisor).
- Assess personal, educational, and career skills that are transferable among various jobs.
- Demonstrate an understanding of workplace safety and human factors in the development of products, services or processes.

## **Social Studies**

Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation.

# Resources for Teen Worker Safety and Health

## Maine Resources

### For information about workplace health and safety, contact:

- SafetyWorks!, Maine Department of Labor. 207-624-6400 or 1-877-SAFE-345.  
(TTY: 1-800-794-1110) web site: <http://janus.state.me.us/labor/blsmain.htm>
- Occupational Safety and Health Administration (OSHA)
  - Portland office - 207-780-3178
  - Bangor office - 207-941-8177web site: <http://www.osha.gov>
- Maine Labor Group on Health, Inc. 207-622-7823
- Maine Safety Council, 207-854-8441. web site: <http://www.mainesafety.org>
- Central Maine Technical College, Department of Occupational Safety and Health, 207-784-2385.

### For information about wages or the child labor laws, contact:

- Maine Department of Labor, Bureau of Labor Standards, Wage and Hour Division (enforces state child labor laws), 207-624-6410. (TTY: 1-800-794-1110)  
web site: <http://janus.state.me.us/labor/blsmain.htm>
- U. S. Department of Labor, Wage and Hour Division (enforces federal child labor laws) 207-780-3344 or 207-945-0330. web site: <http://www.dol.gov>

### For information about discrimination at work, call:

- Maine Human Rights Commission, 207-624-6050
- U.S. Equal Employment Opportunity Commission (EEOC), 617-565-3200 or 1-800-669-4000

### For information about workers' compensation, contact:

Maine Workers' Compensation Board, 207-287-2308

#### Local Offices:

- Augusta - 1-800-400-6854
- Caribou - 1-800-400-6855
- Bangor - 1-800-400-6856
- Lewiston - 1-800-400-6857
- Portland - 1-800-400-6858

web site: <http://janus.state.me.us/wcb/>

### For safety videotapes and curriculum materials, contact:

Curriculum Resource Center of Maine

207-942-1311

web site: <http://www.utc.utc4.k12.me.us/crcom/>

## **U.S. Government**

### **Employment Standards Administration Wage and Hour Division**

U.S. Department of Labor  
200 Constitution Avenue, N.W. Room S3510  
Washington, DC 20210  
(202) 219-8305  
web site: <http://www.dol.gov/esa>

### **Occupational Safety and Health Administration**

U.S. Department of Labor  
200 Constitution Avenue, N.W.  
Washington, D.C. 20210  
(202) 219-8148  
(202) 219-4667 (publications office)  
web site: <http://www.osha.gov>

### **National Institute for Occupational Safety and Health (NIOSH)**

Hubert H. Humphrey Building  
200 Independence Avenue, S.W.  
Washington, DC 20201  
(202) 401-6995  
Hot-line for technical assistance: (800) 35-NIOSH  
web site: <http://www.edc.gov/niosh>

## **Internet Sites**

### **American Lung Association**

<http://www.lungusa.org>

"How to Read a Material Safety Data Sheet" and other information on health hazards.

### **Center for Safety in the Arts**

<http://artswire.org:70/1/csa/>

Information on health and safety hazards in the arts and in industrial arts classrooms.

### **ChemInfoNet**

<http://www.cheminfonet.org>

Chemical safety in schools developed at Maine School of Science and Math.

### **Child Labor Coalition**

<http://www.stopchildlabor.org>

Information on ways to prevent child labor abuses.

### **Curriculum Resource Center of Maine**

<http://www.utx.utc4.k12.me.us/crcom>

Safety videotapes and curriculum materials for Maine educators.



**Maine Department of Environmental Protection**

<http://janus.state.me.us/dep/>

Responsible for environmental protection and regulation in Maine. Web-site has children's page.

**Maine Department of Labor, Wage and Hour Division**

<http://janus.state.me.us/labor/blsmain.htm>

Enforces and provides information on Maine child labor laws.

**National Academy Press Reading Room:**

<http://www.nap.edu/readingroom/enter2.cgi?0309064139.html>

Protecting Youth at Work: Health, Safety and Development of Working Children and Adolescents in the United States (1998)

**National Committee for Childhood Agricultural Injury Prevention**

<http://www.marshland.org/nfmc/>

**National Institute for Occupational Safety and Health (NIOSH)**

<http://www.cdc.gov/niosh>

Training and research on prevention of work-related injuries and illnesses. Publications.

**Occupational Safety and Health Administration (OSHA)**

<http://www.osha.gov>

Regulations, current information, publications on workplace safety and health.

**Safe Schools, New Jersey Department of Education**

<http://www.eohsi.rutgers.edu/ss>

Environmental and occupational safety and health for New Jersey schools, useful for other states.

**Safeteen, Maine Department of Labor**

<http://www.safeteen.org>

Workplace Safety and Health and Labor Laws for teens.

**Safety Information Resources, Inc.**

<http://hazard.com>

Links to safety resources. Material safety data sheets.

**SafetyWorks!, Maine Department of Labor**

<http://janus.state.me.us/labor/saftwkrs.htm>

Information and free services to improve workplace safety and health.

**U.S. Department of Labor Wage and Hour Division**

<http://www.dol.gov>

Enforces and provides information on federal child labor laws.

**U.S. Department of Labor (DOL): Work Safe This Summer - Learn a Lesson for a Lifetime**

<http://www.dol.gov/dol/teensafety.htm>

Teen safety information for employers, parents, teachers, and teens, including fact sheets, posters, and graphics.

**U.S. Environmental Protection Agency**

<http://www.epa.gov>

Environmental regulation and information. Includes pages for students and teachers.

**Vassalboro High School Industrial Arts with Mr. Taylor**

<http://www.vcs.u52.k12.me.us>

(Click on "Classrooms", then "Craig Taylor")

Safety tips for woodworking machines from Maine teacher.

**Young Worker Awareness Program**

[http://www.yworker.com/english/ywa\\_eng.htm](http://www.yworker.com/english/ywa_eng.htm)

This site contains health and safety information for young workers, their parents, teachers, principals, employers and others.

**Young Worker Safety and Health Network**

<http://www.stw.ed.gov/youngworkers/index.htm>

Network of individuals working to ensure youth have safety and healthy work experiences.

**Curricula and Research**

For research papers and additional curricula on topics related to young worker safety, go to

[www.stw.ed.gov/youngworkers/index.htm](http://www.stw.ed.gov/youngworkers/index.htm)

(Click on "Products")

**Promoting Safe Work for Young Workers.**

A Resource Guide Documenting the Experience of Three Young Worker Projects. National Institute for Occupational Safety and Health, (NIOSH). Publication No. 99-141.

Call NIOSH at 1-800-35-NIOSH